

St Michael & St John's RC Primary School

ACCESSIBILITY PLAN 2019 – 2022



Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

St Michael and St John's RC Primary School has been described as a place where *"all children are provided with a Catholic education in a caring and supportive environment where individual needs are exceptionally well catered for. The pupils take great pride in the school which is fully inclusive."* We want all children to enjoy school, to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Introduction

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

Aims

At St Michael and St John's RC Primary School, children are at the centre of everything we do. We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential by raising the aspirations of and expectations for all pupils. We are committed to providing equality for all pupils, their parents, staff and other users of the school. We hope to achieve these aims by:

- providing safe access throughout the school for all school users
- ensuring that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- providing training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Following the example of Jesus together we learn, love and respect one another to be the best we can be. This policy supports our responsibility to make this happen.

As stated above, St Michael and St John's RC Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs
- SEND information report
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

Current good practice: Increasing the extent to which disabled pupils can participate in the school curriculum

St Michael and St John's has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the LCC SEND team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired

- Advisory Teacher for Visual Impairment
- Occupational Therapists/Physiotherapists
- Speech and Language Therapists
- Local specialist provision
- Educational Psychology Service
- LCC SEND Team specialist teachers
- CAMHS
- GPs and paediatricians
- School Nurse Team
- Counselling
- Other advisory services and charities

Facilities and support currently on offer at the school include:

Designated areas and support for 1:1 or small-group work
 SENCo to access Early Help and other agencies through the CAF process
 SENCO support
 Advice, assessment and support from Speech and Language Therapist
 Specialist teacher in cognition and learning to advise staff
 Educational Psychologist
 Makaton sign language
 iPads / access technology
 Range of English and maths interventions
 Specific Learning Difficulties (SpLD) interventions, e.g. IDL
 Access to ALL extra-curricular activities and clubs and school visits
 Advice and support from School Nurse Team
 Paediatric First Aiders
 Use of diagnostic assessments by the SENCo who is also a specialist teacher

Current actions

See appendix 1

Reviewing and implementing the policy

The Accessibility Plan is reviewed annually by the SENCo and Head teacher. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan. At this time an audit will be completed and any next actions added.

To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's current action plan can be found in Appendix 1.

Dealing with complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made at the school office to speak to the Head teacher or SENCO, who will be able to advise on formal procedures for complaint. This information can also be found on our school website.

For any further information please refer to the previously named policies linked to this document.

Completed: September 2019

Appendix 1

IMPROVING THE PHYSICAL ACCESS

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of disabled children, staff, governors and parents/carers</p> <p>Ensure the school staff & governors are aware of access issues</p>	<p>Create access plans for individual or disabled children as part of the graduated process.</p> <p>Ensure staff and governors can access areas of school used for meetings</p> <p>Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Staff to share Pupil Overview of Provision (POP) information with volunteers and support staff to ensure continuity of care for the children</p>	<p>As required</p> <p>Ongoing process</p> <p>Care plans to be in place as and when needed</p>	<p>SENCO / class teacher / IDSS</p> <p>Headteacher</p> <p>Headteacher</p> <p>SENCO</p>	<p>POP's are in place for identified/disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents can access all areas of school.</p> <p>Volunteers are aware of needs of SEN children at all times</p>
<p>Ensure everyone has access to reception area</p>	<p>Ensure that nothing is preventing wheelchair access</p>	<p>Daily check to ensure the area in clear of obstructions</p>	<p>Site Supervisor / Health & Safety Committee/ HT</p>	<p>All parents / carers / visitors feel welcome.</p>

	<p>Provision of appropriate seating</p>	<p>Seating in place Sept 2016</p> <p>Summer 2018</p>	<p>Headteacher</p> <p>Headteacher</p>	<p>Visitors can sit down if waiting for reception.</p> <p>All parents/carers and visitors feel welcome.</p>
<p>Maintain safe access for visually impaired people</p>	<p>Check condition of yellow paint on step edges regularly</p> <p>Check exterior lighting is working on a regular basis</p>	<p>Ongoing checks</p>	<p>Site Supervisor / Health & Safety Committee</p>	<p>Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Light is fitted near front door.</p>
<p>Ensure all disabled people can be safely evacuated</p>	<p>Ensure there is a personal emergency evacuation plan (PEEP) for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation by being aware of the individual child's information.</p>	<p>Autumn 2019</p>	<p>SENCO</p> <p>Headteacher to remind staff</p>	<p>All pupils with disabilities or additional needs and staff working with them are safe in the event of a fire. There is constant supervision for children with a disability or additional need who would need help in the event of an evacuation.</p>
<p>Provide hearing loops in classrooms to support pupils with a hearing impairment</p>	<p>Take advice from Senco/IDSS on appropriate equipment</p>	<p>As required</p>	<p>Senco/Headteacher</p>	<p>All children have access to the curriculum</p>

Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All personnel and pupils with additional needs/disability have safe independent exits from school
Ensure there is a carparking space near to school entrance	As the school carpark is at the bottom of a hill a car park space is available next to the church and entrance to school for disabled access	As required	Head teacher	Everyone with a disability has access to the front of school Ensure this information is clear on the website
Ensure access to corridors throughout school	Corridors are wide enough for a wheelchair user and other people to pass. They are free from obstructions. However, school is on different levels and access to the corridors for disabled users is through the lift system and the passenger lift in reception	Daily	All staff	All areas will stay clear of obstructions for everyone to pass
Ensure the lift systems in school are accessible	There is a lift system in reception for disabled users to access the area above the steps. There is also an internal lift system for access to the ground and first floor of the main school building.	Daily	Sit supervisor and all staff	Lifts are in working order for use by all disabled users in school.
Entrances	Main school entrance is easy to find and well signposted. People on either side of the door can be seen, the door has a button system to open so it can be opened by all users and has an appropriate handle.	Daily	All staff	Everyone can find the entrance into school safely
Ramps	Ramps are wide enough and suitably graded for all users. A visual warning (white or yellow stripe) is painted at	Daily	Site supervisor	The ramps are used safely to access the lift system.

	the top and bottom of each one. Each ramp also has a handrail and edges are protected with railings to prevent accidents.			
Toilets	WC is fitted with an accessible door light and wide enough for all users. There is a slip resistant floor and lever style taps are provided to aid those with dexterity impairments.	daily	Site supervisor	The disabled toilet is accessible at all times for those who need to use it
Internal signage	The overall layout of the school is clear and logical. Toilet facilities are suitably signed and has the international symbol for access. Signs are located to convey information to all users but the design may not be accessible to those with sight impairments.	daily	All staff	People who visit school know there way round and back to reception area

Section 2

ACCESS TO THE CURRICULUM

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure teaching and support staff have specific training on	Identify training needs at regular meetings	Ongoing Autumn 2019	SENCO / Headteacher SENCO	Raised confidence of teaching and support staff for adapted

curriculum access and disability issues	CPD for range of SEND needs			curriculum and increased pupil participation.
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of Pupil Overview of Provision (POP) for disabled children when appropriate. Share information with all agencies involved with each child	In place September 2019	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Spring term 2020	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Support is provided when needed.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Spring term 2020	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENCO	Children with additional needs/disability feel able to participate equally in out of school activities.

Section 3

ACCESS TO INFORMATION

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a welcome sign in reception – need to decide which languages to use.	Spring term 2020	Headteacher / SENCO	All People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages SEN information report to include what is available.	Annually End of Autumn 2019	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all