



St. Philomena's Catholic Primary School

Headteacher: Miss V Maher

Accessibility Plan

November 2017

Date of Policy	Signed	Position
November 2017	Veronica Maher	Headteacher
Monitoring	By	Date
Reviewed	Resources Committee	
To be ratified	Full Governing Body	
Uploaded to website	By	Date
N/A		
This policy will be reviewed at least every three years by the full Governing Body		
Date of next review : November 2020		

Vision Statement

At St Philomena's School our aim is to create an inspirational, stimulating environment which promotes all pupils working towards becoming resilient and independent learners, developing an enthusiasm for lifelong learning whilst at the same time recognising and responding to any identified additional need. The school has an embedded culture of high expectations, we believe that supporting children successfully for adulthood is a priority and that high aspirations are key to preparing all young people for life beyond school. We want all children to value themselves, to recognise their qualities and use their abilities to make a positive impact on their learning and on wider society as a whole as they mature into thoughtful, caring people with a mutual respect and tolerance of others.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

St Philomena's RC Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The St Philomena's RC Primary School Accessibility Plan relates to the key aspects of access to the physical environment, curriculum and written information of the school and shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural

activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy

- Curriculum Policies
- Critical Incident Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Improvement Plan
- Disability and Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Resource Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

Access Audit

The school is a two storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor which wide door access to all rooms. The hall is on the ground floor and is accessible to all. There is a lift which can accommodate a wheelchair which is maintained on a regular basis through a service agreement with Zurich Engineering. Relevant school staff are trained in the operation of the lift. Training is reviewed when necessary.

There is on-site car parking for staff and visitors, but at the moment no disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby with a hatch and an open entrance if needed for wheelchair users. There are disabled toilet facilities available, fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan. The priorities for the Accessibility Plan for our school were identified by:

The Governing Body**Head Teacher****SENCo****School Business Manager****Site Managers**

We always consult with experts when new situations regarding pupils with disabilities arise.

The Governors and Senior Leadership Team work closely with the Local Authority, Umbrella Trust and Diocese.

Action Plan 2017-2020

Aim 1 : To improve and maintain the physical environment of the school for pupils/ teachers/ parents / visitors to the school to access.

Target	Task	Timescale	Responsibility/Cost	Success Criteria
<p>To ensure all with a disability have full access to, and can be involved fully in, the life of the school</p>	<p>*To maintain wheelchair access to the ground floor level of the school by keeping corridors clear of obstructions etc. (ramped access and lift to ground floor and hall already in place)</p>	<p>Immediate and on going</p>	<p>All staff</p>	<p>Wheel chair access is always apparent</p>
	<p>*Undertake survey of staff and governors to ascertain any access needs.</p>	<p>Autumn Term 2018</p>	<p>Admin staff</p>	<p>All staff needs are met</p>
	<p>*Ensure contact with Occupational Health to</p>	<p>Spring 2018</p>	<p>Admin staff</p>	

	<p>discuss any potential needs as appropriate</p> <p>*Include a question in the confidential pupil information sheet about parent/ carers' (as well as pupils) access needs and ensure these are communicated to all relevant parties.</p> <p>* To create access plans/ personal passports for individual children as necessary.</p> <p>*Alternative , disabled parking facilities to be created</p> <p>*Offer a telephone call, or a short meeting to explain letters home to parents who may need this support.</p>	<p>Autumn 2018</p> <p>As needed. On going</p> <p>Autumn 2020</p> <p>Summer 16</p> <p>Immediate and on going</p>	<p>Admin /Teachers/ SENCo</p> <p>Teachers/ Admin staff</p> <p>Premises manager H/T Governors</p>	<p>Any parent needs are known and met</p> <p>Any child's needs are communicated to all relevant staff and needs are met</p> <p>Disabled parents/ teachers/ visitors have easy access to the school</p> <p>All parents have access to school information</p>
To have changing and shower facilities incorporated with a medical room	*Obtain costing for installing changing and shower facilities and a medical room.	Quotes to be sought. Spring 2020.	Premises manager H/T Governors.	Changing/ shower facilities in place and used as needed Medical room created

To continue to develop the playgrounds and play equipment	<p>* To improve the environment with a mural and the signing of equipment *To buy in more equipment / games to encourage children to share/ take turns and interact.</p> <p>* To develop quieter areas for children to read/ play more sedentary games e.g. draughts (use Paul Cabb SCDS for advice)</p>	Spring 2018	Approx £200 for equipment	<p>More inclusive, happier playtimes.</p> <p>Children with soc/ com needs have a greater selection of activities which can promote sharing/ taking turns.</p> <p>Those with motor coordination needs have selection of activities to promote gross motor skills All children have access to a quieter area to play.</p>
---	---	-------------	---------------------------	---

Aim 2: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target	Task	Timescale	Responsibility/Cost	Success Criteria
<p>To continue to liaise with local pre- school providers to be prepared for potential intake each year.</p> <p>To continue to liaise with secondary schools</p>	<p>To contact pre schools and outside agencies- EP/ SALT to ensure any potential pupils with additional needs are well prepared for in advance of their arrival</p> <p>To liaise with secondary schools,</p>	<p>Immediate and ongoing – early in each summer term</p>	<p>Reception teacher/ SENCo</p> <p>Potential cost of supply staff to enable staff to attend transition meetings.</p>	<p>All relevant adults have the information they need to ensure any child’s transition to Reception class is smooth and that their needs are immediately met-e.g implementation of Service Level</p>

to inform them of any requirements of our Yr 6 pupils at transition	once secondary school known, either by phone, or to organise a meeting with school/ parents / relevant outside agencies invited.			Agreements. Parents are reassured that their child's needs are being immediately met.
To continue to forge close relationships with parents	*To contact parents regularly, informally or more formally to ensure they are happy and reassured that their child's needs are being met. *To ensure parents are aware of any concerns, participate in any referrals and are invited to all outside agency meetings to ensure a coordinated approach	Immediate and on going	HT/ Class Teachers / SENCo. Potential cover cost for releasing teachers to attend meetings	Parents are reassured that their child's needs are being immediately met. Teaching staff are made quickly aware of any parental concerns

<p>To maintain close liaison with outside agencies and keep abreast of any new initiatives / programmes.</p>	<p>* SENCo to attend SENCo forums to keep abreast of new schemes / support groups. * to maintain regular contact / build on good relationships/ organise appointments for outside agencies to see pupils and</p>	<p>Immediate and on going</p>	<p>All teaching staff and SENCo</p>	<p>SENCo aware of new initiatives, and this is passed onto parents/ carers Parents are invited to all outside agency meetings for their child and feel their contribution is valued.</p>
--	--	-------------------------------	-------------------------------------	--

	<p>parents. To know who to contact.</p>			
<p>To ensure all children have access to extracurricular activities, regardless of their disability.</p>	<p>*To keep a record of the attendance of children with SEND at extra –curricular activities to ensure the percentage of their participation does not fall compared with non SEND children.</p>	<p>Immediate and on going- to check termly</p>	<p>SENCo/ HT/ PE Coordinator</p>	<p>Children with SEND participate regularly and fully in extracurricular activities. There is an understanding that children with disabilities should have priority places for requested clubs.</p>

<p>To ensure all children have equal access to learning and that their needs are being met</p>	<p>*All school staff have had relevant training in most common areas of SEN * Lessons planned to meet the needs of all pupils in the class, using a variety of learning styles. *A differentiated curriculum on offer; a multi sensory approach with teaching adapted to take account of need. * Work stations are available in all classrooms if necessary.</p>	<p>Immediate and on going</p>	<p>HT/ Teaching Staff/ Governors /SENCo/ Outside agencies /</p> <p>Resourced as necessary, according to identified needs.</p>	<p>Outside agency advice taken and strategies evident in classroom practice.</p> <p>All children able to access the curriculum at their own level</p> <p>All children make at least expected levels of progress.</p> <p>All children feel happy to come to school, feel valued and perceive themselves as learners.</p>
--	--	-------------------------------	---	---

	<p>*Resourcing of specific equipment , if recommended by advisory teachers/ outside agency reports</p> <p>*Early identification of need and speedy referrals to outside agencies when deemed necessary</p> <p>*Counselling sessions available.</p> <p>*Praise and reward systems in place in every classroom</p> <p>* Family Support Worker available</p> <p>*Children with Speech language and communication needs have access to targeted group work working on social skills/ social communication / language skills etc – planned in conjunction with relevant outside agencies.</p> <p>Teachers’ instructions are short, concise and delivered in chunks.</p>		<p>Costings set by Speech & Language Therapy for SLA . Approx £1,312 a term</p>	
--	--	--	---	--

	<p>Service Level Agreements in place if deemed necessary.</p> <p>*Children at risk of dyslexia have access to information being enlarged, delivered on cream paper and the use of coloured overlays to combat visual stress, if deemed beneficial. Instructions are short, concise and delivered in chunks. Access to precision reading/ spelling programme and appropriate soft ware</p> <p>*Children, with ASD and other social communication differences, are communicated with, and have the opportunities to communicate with others, effectively. To ensure a visual timetable and other visual prompts are</p>	<p>Immediate and ongoing</p> <p>Spring 2018</p>	<p>Buying in of additional coloured overlays Buying in of cream paper £ 50</p> <p>IT Coordinator/ SENCo</p> <p>Buying in of new school laptops and word processing soft ware approx £3000</p> <p>Possible buying in of Communicate in Print -£10</p>	
--	---	---	--	--

	<p>being used effectively in all classrooms to support pupils. To use Now/ Now Next boards to support individual pupils who need this additional structure/ understanding of their school day.</p> <p>To use PECS / symbols as a means of communication if a child is non verbal. Additional opportunities for physical / sensory movement breaks used.</p> <p>*To ensure that children with ADHD and other social/ emotional needs have their needs met: Targeted group work working on social skills self esteem etc planned in conjunction with relevant outside agencies. Additional opportunities for</p>		<p>Additional staffing cost to respond flexibly to need</p>	
--	--	--	---	--

	<p>physical activity/movement breaks used. Now/ Next boards and reward systems in place.</p> <p>*Interventions – maths/ literacy/ speech, language and communication; planned by HT/ DH/SENCo according to need, delivered by experienced HLTAs and TAS and its impact assessed termly by the SENCo.</p> <p>Provision map shows interventions in place.</p> <p>To ensure close contact and liaison with relevant outside agencies (EP, Speech and Language, Social Communication Difficulties Service, OT etc) and parents at all times. All reports / information including any strategies</p>		<p>EP costing £425 half a day Training requested</p>	
--	--	--	--	--

	Training requested from EP (SEMH), as well as individual assessments and meeting with parents/members of staff disseminated to school staff			
--	---	--	--	--

To ensure all staff, teaching and non teaching are training in supporting staff in main areas of SEN : Dyslexia, ASD, ADHD, Working Memory Difficulties and SEMH	* Arrange for training for all staff – to include input from Advisory teachers. * A focus on key areas of need within the school	On going – some already arranged. All to be completed by Summer 2019	SENCo/ HT/ Advisory teachers Potential cost of training- £ 200	All staff confident when supporting children with at least the most common areas of SEN.

Aim 3: To improve the delivery of information to pupils and parents

Target	Task	Timescale	Responsibility/Cost	Success Criteria
---------------	-------------	------------------	----------------------------	-------------------------

<p>To continue to ensure that all parents have quick and easy access to school formation</p>	<p>To continue to use School Comms as a means of effectively communicating parent mail by text and email.</p>	<p>On going</p>	<p>School admin All staff</p>	<p>All parents will feel fully informed</p>
<p>To improve the availability of written material in alternative formats when it is requested, including documentation on the web sites.</p>	<p>To ensure standard school literature in alternative languages is updated and available when requested. Offer a telephone call, or a short meeting on an individual basis to explain letters home / school information to parents who may need this support To draw on the school community, encouraging contact between parents with the same home language to support / interpret for new parents to the school, when/ if appropriate. To continue to use a Buddy system, where older pupils support / interpret for younger</p>	<p>On going</p>	<p>School admin HT/ SENCo and all teaching staff</p>	<p>All parents will feel fully informed</p>

	<p>pupils with similar needs/ same home language.</p> <p>To ensure individual needs are catered for on an individual basis as needs arise. (In the past, when we had a visually impaired child in the school an audit of need and adaptations was carried out, and any alterations made and all information, including texts from school books was enlarged as necessary).</p>			
--	--	--	--	--

<p>Disabled pupils to continue to have the opportunity to voice any anxieties/ concerns they may have. Information given by parent/ child / outside agency about any specific needs or requirements will be logged and passed onto all relevant adults</p>	<p>Pastoral support/ adult mentors , someone the child knows and trusts to be organised for pupils to be able to turn to with any worries Personal passports to be in place for appropriate children, with opportunities for them to personalise, adding their own comments/ opinions. These are then passed on to the next teacher/ school to ensure consistencies of approach and to ensure needs are immediately met. All reports / information including any specific requirements /strategies disseminated to school staff (and parents)</p>	<p>On going</p>	<p>N/A</p>	<p>Disabled pupils are happy to come to school and feel valued. Information is in one place and does need to be repeated by the child/ parent.</p>
--	--	-----------------	------------	--

