

St Anne's RC Primary School Accessibility Policy 2016-18

Purpose of the Plan

The purpose of this plan is to show how St Anne's RC Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. 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.

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Legal Background

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils`

disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe. St Anne's RC Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favorably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimize any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St. Anne's RC. Primary School the Plan will form part of the responsibilities of the Curriculum and Premises Governors Committee.

St Anne's Accessibility Plan

At St. Anne's RC. Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally

St. Anne'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 St. Anne's RC. Primary School Accessibility Plan 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 disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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.

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

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

Contextual Information

The majority of the school building and playground is accessible for a child in a wheelchair, thanks to the new extension that was finished in August 2015. This new part of the building has a lift, as an alternative to steps, which is specifically designed for wheel chair use. Disabled toilets are provided in each Key Stage.

The Current Range of Disabilities within St Anne's RC Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, ADHD, Cerebral Palsy and Epilepsy. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances/cultural food choices; information on children with allergies/food intolerance is displayed in the school kitchen near the serving point.. All medical information is collated and available to staff in class files, on the staff noticeboard, the head teachers' office board. We have a large number of teaching assistants who are Pediatric First Aid trained. Their training is updated every 3 years. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

St Anne’s RC Primary School Accessibility Plan 2016-2018

| EQUALITY AND INCLUSION | | | | |
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| Targets | Strategies | Outcomes | Timeframe | Achieved |
| To ensure that the accessibility Plan becomes an annual item at the FGB meetings. | Clerk to governors to add to list for FGB meetings. | Adherence to legislation. | Annually. | |
| To improve staff awareness of disability issues. | Review staff training needs. Provide training for members of the school community as appropriate | Whole school community aware of issues. | On-going throughout 2016-17 | |
| To ensure that all statutory policies reflect inclusive practice and procedure | Consider during review of policies | Policies reflect current legislation. School complies with Equality Act 2016. | On-going throughout 2016-17 | |
| To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with asthma, epilepsy or mobility issues/ | To ensure collaboration between all key personnel. HT, SENCo, Inclusion AH, TAs, Outside Agencies | Clear collaborative working approach. | On-going throughout 2016-17 | |
| To ensure that the medical needs of all pupils are met fully within the capability of the school | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols when needed. | Medical needs met. | With immediate effect to be constantly reviewed | |

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| To ensure all children with ASD have access to the curriculum | Regular parental communication. Individualized multi-sensory teaching strategies | ASD children able to access the curriculum | On-going | |
| To review children’s records ensuring school’s awareness of any disabilities | Information collected about each new child. Records passed up to each class teacher. Medical forms updated regularly. Personal Health plans in place. Photos of children with significant health problems displayed – permission from parents requested. IEP meetings. Annual reviews. | Each teacher/staff member aware of disabilities of children in their classes. | | |
| PHYSICAL ENVIRONMENT | | | | |
| Targets | Strategies | Outcomes | Timeframe | Achieved |
| To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school’s physical | The school will take accounts of the need s of pupils, staff and visitors with sensory impairments and physical difficulties when planning and undertaking future improvements and refurbishment of the site and premises, such as | Modifications will be made to the school building to improve access where possible | On-going. | |

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| environment for all. | improved access, lighting, accessible facilities and fittings | | | |
| Ensure visually stimulating environment for all children | Colourful lively displays in classrooms and inviting role play areas. | Lively and inviting environment maintained. | On-going | |
| Continue to develop playground and facilities | Funding opportunities and bids. PTA support | Inclusive child-friendly play areas. | On-going | |
| To ensure driveways, roads, paths around school are as safe as possible | Communication with parents via safety messages/letters/walk to school week/Bikeability | No accidents | On-going | |
| CURRICULUM | | | | |
| Targets | Strategies | Outcomes | Timeframe | Achieved |
| To continue to train staff to enable them to meet the needs of children with a range of SEN. | SENCo to review the needs of children and provide training for staff as needed. | Staff are able to enable all children to access the curriculum. | On going | |
| To ensure full access to the curriculum for all children. | Outside Play visits; CPD for staff and: • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects | All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum. | | |

St Anne's RC Primary Accessibility Policy and Action Plan.

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| <p>To provide specialist equipment to promote participation in learning by all pupils.</p> | <p>Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc</p> | <p>Children will develop independent learning skills.</p> | <p>Reviewed termly by SENCo</p> | |
| <p>To finely review attainment of all SEN pupils.</p> | <p>SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents</p> | <p>Progress made towards IEP targets Provision mapping shows clear steps and progress made</p> | <p>Class teachers & SENCO Review termly.</p> | |
| <p>To monitor attainment of Able, G & T pupils</p> | <p>Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list</p> | <p>Able G&T children making proportionate progress. Achieving above average results</p> | <p>Ongoing Annually</p> | |
| <p>To meet the needs of individuals during statutory end of KS2 tests</p> | <p>Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.</p> | <p>Barriers to learning will be reduced or removed, enabling children to achieve their full potential.</p> | <p>Annually.</p> | |
| <p>To ensure that disabled parents have every opportunity to be involved</p> | <p>Utilise disabled parking spaces for disabled to drop off and collect children Arrange interpreters when needed. Offer a telephone call to explain letters home to</p> | <p>Disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.</p> | <p>With immediate effect – to be constantly reviewed</p> | |

| | some parents who need this Adopt a more proactive approach to identifying access requirements of disabled parents. | | | |
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| To maintain accreditation of Enhanced Healthy School award | Continue to work towards Health Schools targets | Award renewed | On-going | |
| WRITTEN/OTHER INFORMATION | | | | |
| Targets | Strategies | Outcomes | Timeframe | Achieved |
| To ensure that all parents and other members of the school community can access information | Written information will be provided in alternative formats as necessary. | Written information will be provided in alternative formats as necessary | As needed | |
| To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings. | Staff to hold parents' evenings by phone or send home written information | Parents are informed of children's progress. | termly | |

Approved by governors: July 2016

Review date: July 2018