



# St. Peter's Catholic Primary School

## ACCESSIBILITY PLAN

### **Mission Statement**

St Peter's is a happy, Christ - centred community. We believe that everyone is unique. We value and respect each other's gifts and talents. We encourage all our children to take an active part in their learning in order to reach their potential. We build and nurture the confidence, self-esteem, creativity and skills of our children so that they develop a vision of what they want to achieve in life. We work with families, parishes and communities to deepen our children's understanding of their role in God's world. We walk with our children on their faith journey, within an inclusive and safe Catholic environment.

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### 1. **Policy Rationale**

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils, parents/ carers, staff and visitors and to implement their plans. The duty is an anticipatory one and means that the school should be looking to identify and remove barriers to learning and increase access, set out in an action plan which should be updated at least every 3 years. This plan is for the period 2018 - 2021.

Schools are required to produce written accessibility plans for their individual setting under the following headings:

- **Access to the curriculum**
- **Access to the environment**
- **Access to information**

According to the Equality Act 2010 a person has a disability if:

- He or she has a **physical or mental impairment**, and
- The impairment has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities.

### **Physical and Mental Impairments**

The definition of mental and physical impairments includes a wide range of conditions, including concealed impairments such as Specific Literacy Difficulties Dyslexia, Autism, Speech, Language and Communication Needs (SLCN) and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal day-to-day activities is substantial and long term, as defined above. Some progressive conditions, such as cancer,

multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

### **Normal day-to-day activities**

The test of whether impairment affects normal day-to-day activity is whether it affects one of the following: • Mobility; • Manual dexterity; • Physical co-ordination; • Continence; • Ability to lift, carry or otherwise move everyday objects; • Speech, hearing or eyesight; • Memory or ability to concentrate, learn or understand; • Perception of risk of physical danger.

### **Special Educational Needs and Disability**

Although the definition of disability comes from the DDA and the definition of special educational needs (SEN) comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEN includes many, but not necessarily all, disabled children; a disabled child has special educational needs if they have a disability and require additional or different provision to be made for them in order to be able to access the education which is available locally.

## **2. Vision**

- a) St. Peter's Catholic Primary School is committed to providing an environment that enables full curriculum access, and to developing a whole-school ethos and practices that value and include **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.
- b) St. Peter's Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Outside agencies and specialists have also been consulted. The document will be used to inform other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- c) St. Peter's Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
- d) St. Peter's Accessibility Plan shows how access will be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.
- e) The Accessibility Plan includes relevant and timely actions to:
  - Increase access to the curriculum for pupils with a disability, expanding it as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning resources as well as 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.

- f) Whole school training will continue to raise awareness for staff and governors on equality issues, with reference to the Equality Act 2010.
- g) This Accessibility Plan should be read in conjunction with the following school policies and documents:
  - Equality Policy
  - Equality Duty Plan
  - Behaviour Management Policy
  - Health & Safety Policy
  - School Development Plan
  - Special Educational Needs & Disability Policy
- h) 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 going forward.
- i) 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.
- j) The Accessibility Plan will be monitored through the Governing Body Resources Committee.
- k) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- l) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

### **3. Aims & Objectives**

Our Aims are to:

- Increase access to the curriculum for pupils with a disability;
- Improve and maintain access to the physical environment;
- Improve the delivery of written information to pupils.

Our objectives are detailed in the Action Plan on pages 6-9 below.

### **4. Current Good Practice**

We ask about any disability or health condition in early communications with new parents and carers. Staff and teachers maintain frequent and effective communication with parents and carers of existing pupils to ensure any changes in circumstances or needs are identified.

#### **a) Physical Environment**

- Disabled pupils participate fully in all extra-curricular activities and clubs registers are monitored to ensure equality of access for all;
- Reasonable adjustments are made so as not isolate the child in either class or playtime;
- Interactive whiteboards/touch screens in all teaching areas support visual access to the curriculum;
- Reorganisation of spaces within the school has provided rooms where teachers can work with pairs/small groups of children with special needs;
- Soundfield system fitted in main hall has improved access to assembly for all children, particularly those with speech, language and hearing impairments;

- Improved classroom lighting to reduce sensory issues;
- Dedicated disabled car parking space outside the main school entrance;
- Improved access at main entrance and KS1 by provision of ramped entrances;
- Improved the outside environmental area to accommodate disabled access ensuring the gate and bridge are wide enough for wheelchair access;
- Designated disabled toilets with clear signage and taps and flush levers that conform to acceptable design;
- Wheelchair accessible sink in cookery area;
- Corridors decorated to include colour contrasts to improve access for visually impaired people.
- Carpeting in classrooms to improve classroom acoustics;
- Installation of acoustic ceiling tiles.

## **b) Curriculum**

- Close and effective liaison with home and pre-school settings ensures that pupils' needs are known and planned for prior to their starting school;
- In the case of in-year or late admission, close and effective liaison with the Local Authority and external agencies enables plans to be put in place and strategies developed rapidly;
- The school ensures that all children of all abilities have full access to the curriculum. Additional teaching aids are employed as required, for example, visual resources and visual timetables, yellow paper for worksheets, timers and checklists, sensory equipment such as wobble cushions and fiddle gadgets, specialist chairs;
- Our policy regarding children with medical conditions or who require medication ensures their full support and inclusion;
- Staff have specialist knowledge in meeting the needs of pupils with Autism and those with Speech, Language & Communication needs;
- Wherever possible, additional needs are met so as not to disadvantage the child, e.g. provision of additional staffing or equipment;
- BSL signing is taught at a basic level throughout the school;
- Dictionaries and other resources are purchased to support children at an early stage of speaking English;
- All children take part in school trips and residential visits, unless this is against medical advice, with additional staffing provided as necessary.

## **c) Information**

- ParentMail ensures rapid and effective communication by text and email;
- Newsletters include pictorial cues to support understanding;
- Different forms of communication are used, e.g. BSL, to enable all pupils to express their views and to hear the views of others;
- A range of different formats is available to disabled pupils, parents and staff, such as enlarged font;
- Admissions forms are available in the most common languages spoken in the school.

## **5. Access Audit**

Access to the school site is via the electronic gates. Disabled parents/carers are given access to the code so that they can enter the school site by car. The electronic keypad is accessible without exiting the car. If a parent/carer has forgotten the code, they can press the buzzer and ask the office staff to admit them. Senior leaders aim to ensure that parents/carers who have a disability or a medical issue are informed that they may enter the site by car.

The school has a designated disabled parking space at the main entrance. It may be necessary in the future to designate additional spaces for parents/carers or staff members.

The existing entrances to the school have wide doors fitted. However, the main entrance doors open outwards and are somewhat difficult to open from a wheelchair. The inner door is particularly

challenging. Future building works should examine the possibility of sliding or automatic doors to the main entrance. Internal doorways are sufficiently wide to admit a wheelchair.

The school comprises two single storey buildings with no stairs. There are currently three disabled toilets fitted in the school with clear signage and taps and flush levers that conform to acceptable design. These are all adult size toilets; it may be necessary in the future to provide a smaller-size disabled toilet for younger pupils.

Ramped access for wheelchairs is available at the main school entrance, at the entrance to the Reception classroom corridor from the playground and from the playground to the corridors that serve the other classrooms in both buildings.

The school hall is accessible from the entrance hall via double doors which open both inwards and outwards. There is currently no ramped access to the school field from the side doors in the hall, which raises an issue regarding potential use of these doors as an emergency exit for pupils or other school users. Until such time as this issue is addressed, the school has purchased a portable ramp which can be moved to any area where it is needed. Future building works should examine the possibility of providing ramped access to the school field from the side doors in the hall.

Fire alarms are fitted throughout the school and are positioned to ensure they are audible everywhere. However, there is no provision for visual alarms for pupils or adults with hearing impairment.

## **6. Management, coordination and implementation**

- a) We will consult with external agencies and experts in the field when new situations or challenges regarding pupils with disabilities arise;
- b) The Governing Body and Senior Leadership Team will work closely with the Local Authority and Diocese to resolve any issues.

**Plan Date: Spring 2018**

**Review: Spring 2021 Resources**

## 7. Action Plan

### Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

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

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	Embed practice of liaising with Nursery providers/home setting to review potential intake for each September and in-year admissions	Communicate and liaise with parents/early years /previous settings to identify pupils who may need additional or different provision at each September or in-year admissions	March-July each year for Sept. intake or as needed in-year	HT EYFS teacher	Procedures/equipment/ support in place by beginning of autumn term for September intake or within 2 weeks, where possible, for in-year admissions
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	Ensure full compliance with the Equality Act 2010	Termly	Governor Committees	All policies clearly reflect inclusive practice and procedures
	To continue to develop close and effective partnership with parents/carers of pupils with SEND	Ensure collaboration and sharing between school and parents/carers (see our SEND policy)	At least termly, and more frequently if required	HT SENCO All Teachers	Parents'/carers' views and aspirations are incorporated into planning for pupils with SEND
	To ensure that pupils with medical conditions are well supported in school	Conduct parent interviews, liaise with external agencies, identify training needs and establish individual protocols where needed (see our Medicines and Management of Medical Conditions at School Policy)	Ongoing	HT SENCO TAs External agencies	Children with medical conditions attend school and make good progress, meeting end-of-year expectations where possible
	To ensure full access to the curriculum for all children	<ul style="list-style-type: none"> <li>• Appropriately differentiated curriculum planning and activities</li> <li>• Timely and effective CPD for teachers and support staff</li> <li>• Equipment for individuals as required, in partnership with other agencies/services</li> <li>• Referral to specialist advisory teachers</li> <li>• Referral to external support agencies</li> </ul>	Ongoing	SENCO SLT Teachers	<ul style="list-style-type: none"> <li>• Children supported effectively, accessing curriculum and making progress.</li> <li>• Advice taken and strategies evident in classroom practice.</li> <li>• Staff are well-trained and confident in meeting the needs of pupils with SEND</li> </ul>

	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	To finely review attainment of all pupils with SEND.	<ul style="list-style-type: none"> <li>• SENCO/Class teacher meetings</li> <li>• Pupil progress meetings</li> <li>• Regular liaison with parents</li> </ul>	Termly	SLT Class teachers SENCO Governor Children & Learning Committee	Progress made towards Pathway Plan targets  Effective 'Narrowing of Gaps' in yearly ASP data
	To promote the full involvement of disabled pupils in all curriculum activities	<ul style="list-style-type: none"> <li>• Improving wheelchair access to whole school site</li> <li>• Provision of additional aids/equipment in partnership with other agencies/services</li> <li>• Modifying the curriculum to enable disabled pupils to participate successfully in lessons</li> <li>• Arrangements for children who are absent through long-term sickness to access the curriculum via email/online learning</li> </ul>	As soon as possible	Whole school approach	<ul style="list-style-type: none"> <li>• Pupils are included in all curriculum activities, including outdoor learning</li> <li>• A range of differentiated, multi-sensory activities is evident in planning, lesson observations and in recorded work</li> </ul>
	Disability equality issues are incorporated into British Values curriculum and into training for staff	Positive images of disability are created within the school so that pupils grow into adults who have some understanding of the needs of disabled people.	Termly assemblies and staff meetings. Annual Disability Awareness work with Freewheelers	SLT	Staff and pupils are aware of the rights and needs of disabled people
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To evaluate and review the above short and long term targets annually	See above	Annually, summer term	SLT, Core curriculum co-ordinators, Governing Body	All children, including those with SEND, make good progress, based on prior attainment and individual needs assessments
	To deliver findings to the Governing Body	Termly reports to Full Governing Body	Termly	SENCO, SLT, Inclusion Governor	Governing Body fully informed about SEND provision and pupil progress

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

<b>SHORT TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Improve physical accessibility of school environment	School leaders and governors will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future buildings, improvements and refurbishments of the site and premises	Ongoing	SLT Governing Body via the Health & Safety and Inclusion Governors	The needs of disabled pupils, staff and visitors are fully met wherever possible
<b>MEDIUM TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To improve community links	School to continue to have strong links with the wider community, including local disabled groups, e.g. Freewheelers	Ongoing	SLT All staff	Improved awareness of disability and the needs of wider community
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Continue to develop playgrounds and facilities.	Look for additional funding streams	Ongoing	Whole school approach	Fully inclusive, child-friendly play areas
	To ensure driveway, roads, paths and corridors around school are as safe and clear as possible.	Communication with parents via safety messages/letters Ensure corridors are kept clear and tidy	Ongoing	PSHE Lead SLT	No accidents or blockages reported
	To improve wheelchair access to classrooms	Incorporate wheelchair accessibility improvements from Access Audit (section 5 above) into future building works	Ongoing	HT Governing Body	Full access to all areas of school for wheelchair users



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

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To ensure that disabled parents/carers are able to be fully involved in their child's education	<ul style="list-style-type: none"> <li>• Telephone call/meeting to explain letters home if required</li> <li>• Adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>	With immediate effect	SENCO All teachers	Disabled parents have access to information that enables them to be actively involved in their child's education
	To enable improved access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> <li>• Continually review information sent via letters and newsletters for clarity</li> <li>• Ensure there is visual support alongside text (e.g. pictures, photographs)</li> <li>• Investigate symbol software to support learners with reading difficulties</li> <li>• Raise awareness of enlarged font size and clear page layouts to support pupils/parents/ carers with visual impairments</li> <li>• Audit the school library to ensure the availability of large font and easy read texts</li> <li>• Audit signage around the school to ensure that it is accessible to all</li> <li>• Ensure IWB displays are dyslexia friendly</li> </ul>	Ongoing	All staff	All pupils, parents and visitors have equal access to written information in a format suited to them
<b>MEDIUM TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To review children's records ensuring school's awareness of any disabilities	<ul style="list-style-type: none"> <li>• Information collected about new children.</li> <li>• Records passed up to each class teacher.</li> <li>• End of year class teacher meetings</li> <li>• Annual reviews</li> <li>• Pathway Plan meetings</li> <li>• Personal health plans</li> </ul>	Annually	Class teachers SNAs SLT Office staff	Every involved teacher/staff member aware of pupils' disabilities
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Biannual questionnaire to ensure that disabled parents/pupils are receiving effective communication from the school.	Work with parents' forum to develop appropriate questions.	By July 2020	SENCO & Inclusion Governor	School has evidence of effective delivery of information to disabled parents/pupils

