

Accessibility Plan



Mission Statement



**At SS John & Monica's, we learn through
the example of Jesus to
Love, Respect, Understand and Value each other.**

Purpose of Plan

This plan outlines how Ss. John and Monica Catholic Primary School intends to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The aims of the Accessibility Plan are:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible information to disabled pupils

At Ss. John and Monica Catholic Primary School we aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Accessibility Plan will be made available online on the school website, and paper copies are available upon request from the school office.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement this plan.

Our school's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising concerns.

We have included a range of stakeholders in the development of this Accessibility Plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

Definition of disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is ... 'a physical or mental Impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

At Ss. John and Monica's we ensure all pupils identified with a disability physical or mental are monitored by the SENCo / Inclusion Lead teacher and all staff through regular meetings.

3. Accessibility of the building

Ss. John and Monica is a two storey building with four slightly varying levels for stakeholders to access, all via staircases; we have no stair lifts. There is ramp access to the hall from the back of the building via the school playground. Once in this part of the building there is access to the hall, all other ground floor areas of the school are only accessible from the hall via several sets of steps and/ or stairs.

Wheelchair access is available at the main entrance to the school building via the reception office area; we can also offer access to a disabled toilet at the main reception area but from this point the rest of the school is only accessible via steps and stairs. We have no wheelchair dependent pupils. We have one pupil with physical mobility needs who accesses all the facilities around the school using hand rails located on all the steps and stairs. The EYFS and Key Stage One playgrounds are only accessible via a series steps; the school is built on a descending site, which goes down towards the rear of the building.

Every class has at least one teacher and a part time LSA (EYFS pupils have a full time LSA) Our LSAs provide classroom support in the mornings following the SEN Graduated Approach and 1:1 interventions, small group and specialist support in the afternoons for pupils on the SEN School Support Register. Our children are identified with a range of needs, Speech language and Communication, Cognition and learning, Sensory or Physical Mobility needs and Emotional, Social and Well- being needs.

We have a disabled toilet in the Forest School Library at the rear of the building: this is accessible via the main entrance and slopping path past the Reception classroom.

The school has a named SENCo / Inclusion Lead and a Medical Coordinator.

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

The school plans 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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Actions			Evidence to be collected to measure progress
	How	Who (Lead person)	Resources	
Promote the successful involvement of disabled pupils in all classroom activities (in all curriculum areas) and to be mindful of the many varied approaches to teaching and learning that pupils with a range of physical and developmental needs may have	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing:</p> <ul style="list-style-type: none"> Minimal wheelchair access arrangements in place due to the specific site issues (ramps to access the hall area via the back door of the hall, slopping path leading to the main entrance with access to a disabled toilet, slopping path leading to the reception classroom entrance and slopping path leading to the Forest School and disabled toilet) Identifying staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support, physical mobility needs etc. These pupils have been identified and supported. Care Plans in place for personal and medical care needs and how they impact learning 	<ul style="list-style-type: none"> Head Teacher & SLT All Class Teachers External Agencies DfE 		<ul style="list-style-type: none"> Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school Increased levels of achievement for pupils with disabilities Wider use of SEND resources in classrooms All pupils in school able to access all educational visits and take part in a range of activities Hardware and software available

	<ul style="list-style-type: none"> • Handrails provided for pupils with physical mobility needs, alternatives put in place to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school through inclusive lessons, resources etc. • Review a preferred layout of furniture and equipment to support the learning process in individual classrooms • Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/ software. Features such as sticky keys and filter keys, overlays, enlarged mouse • Liaise with Sensory Team with regard to the visual impaired and hearing impaired pupils • Liaising with Victoria Physical Mobility Team to ensure the building meets the accessibility requirements • Prepare CPD for staff on learning styles and how best to plan lessons that encompass as many varied styles as possible to appeal to the widest number of pupils (at all ability levels) • Review needs of pupils within each class and match staff skills to pupil needs 			<p>to meet the needs of children as appropriate</p> <ul style="list-style-type: none"> • Staff are familiar with the criteria for identifying specific needs and how best to support these children • Staff have greater awareness of learning styles and planning reflects diversity of needs differentiated appropriately
<p>Monitor and review the attainment and progress of all SEND pupils to ensure that rapid and appropriate progress and attainment is being made in relation to their age and specific need</p>	<ul style="list-style-type: none"> • Named SENCo with National SENCo Accreditation Award • SENCo completing SEN School Support Reviews 3 x a year with parent, SENCo and class teachers • Class teacher, SENCo and Assessment Lead meetings 3 x a Year to discuss progress of all pupils and ensure Graduated Approach is 	<ul style="list-style-type: none"> • Named SENCo with National SENCo Award 		<ul style="list-style-type: none"> • Staff are aware of how to analyse the pupil data relating to their pupils • Trends are identified and action taken • Support is put in place to narrow

	<p>implemented in all classes – with targeted and specialist support</p> <ul style="list-style-type: none"> • Scrutiny of assessments and pupil work/Analysis of planning for differentiation - • Observations and feedback from external agencies shared with staff – all recommendations from outside agencies shared with parents and implemented by class teachers • Staff required to update Audit Continuums for Review Meetings and Pupil Progress Meetings • Regular liaison with parents – formal and informal • SLT analysis data for vulnerable groups and the formation of an action plan to narrow the gaps • Phase Meeting / Welfare Meeting 3 x a year (autumn 1, spring 1 and summer 1) used to ensure identification of all pupils with physical needs, emotional well-being needs and actions taken to ensure individual needs are being met • All staff that work with pupils with physical difficulties/disabilities are kept informed about the pupils needs – CPD provided by Physical Mobility Team and Hearing Impairment Team each academic year as named pupils move through the school 	<p>Accreditation</p> <ul style="list-style-type: none"> • Head Teacher & SLT • All Class Teachers • External Agencies 		<p>gaps in pupil learning</p> <ul style="list-style-type: none"> • Managers are able to resource for the needs of physical disabilities • Good communication between staff to ensure pupils’ needs are met • Interventions in place to close the gap for SEN pupils • SENCo monitoring progress using the PSS Audit Continuums – children making small steps in progress
<p>Create improved teacher and teaching assistant subject knowledge in SEND so that all pupils receive the best provision linked to identification of need and supply of teaching style, resourcing, adult support and curriculum differentiation</p>	<ul style="list-style-type: none"> • Provide appropriate CPD for staff so that they can advise and note identifying features of conditions – Autism Awareness Training Level 1 for all staff provided on a rolling programme • Support staff with access to the external agencies SALT, PSS, CAT, EP, OT and Victoria Physical Mobility Team who can share their 	<ul style="list-style-type: none"> • LSAs • Head Teacher and SLT • Named SENCo 		<ul style="list-style-type: none"> • Raised confidence of support staff and teachers • LSAs using a wider range of resources and strategies following the advice

	<p>expertise and offer specific training in the key areas</p> <ul style="list-style-type: none"> • Develop a rolling programme of CPD for teachers and provide training for governors • CPD provided by Physical Mobility Team, SALT and Hearing Impairment Team each academic year as named pupils move through the school 	<ul style="list-style-type: none"> • External Agencies 		<p>and recommendations of the outside agencies</p> <ul style="list-style-type: none"> • Wider use of SEND resources in classrooms • LSA providing folders of recorded interventions to SENCo and Head Teacher – interventions linked to LSA Performance Management Targets
<p>Review PE curriculum to ensure that PE is accessible to all pupils</p> <p>Ensure that Sports premium monies are targeted to support SEND pupils</p>	<ul style="list-style-type: none"> • Gather information on accessible PE and disability sports and integrate them into the curriculum where necessary • Seek disabled sports people to come into school to model the aspirations and possibilities available to people at all levels of physical capability • Ensure that all sporting after school clubs are available to pupils with disabilities and that positive promotion of such clubs is made 	<ul style="list-style-type: none"> • PE Lead teacher • Head Teacher & SLT • All Class Teachers • External Agencies • Bishop Challoner 		<ul style="list-style-type: none"> • All pupils to have access to PE and be able to excel • Pupils have opportunities to see role models from all walks of life • Increase numbers of SEND pupils attending clubs
<p>To ensure that the school is fully compliant with the “Medicine in Schools” legislation 2014 (see also Aim 2 below)</p>	<ul style="list-style-type: none"> • To provide a secure fridge (where necessary) to store medicines safely • To train named staff in the administration of medicines • To ensure consent guidelines are adhered to and clear record keeping maintained 	<ul style="list-style-type: none"> • Head Teacher & SLT • Named Medical LSA 		<ul style="list-style-type: none"> • All pupils on medication will be treated correctly and detailed records kept • All staff trained and aware of the

	<ul style="list-style-type: none"> • To ensure that all pupils on medications (nonstandard) have their photographs displayed and updated to ensure no misidentification of pupils taking medications • To identify training needs for all staff and ensure that those needs are managed • All staff to read the latest DfE guidance and ensure policy is followed • Lead staff member for first aid and medical issues attends any updated training for her role • To establish individual protocols where needed for individual pupils • To ensure that school documentation is kept and is available to demonstrate action by staff in medical situations • Emergency inhalers and Piriton available in school office • To provide staff training annual for allergies • Allergy Cards displayed in staffroom for all staff • Medical Boxes in each class – containing inhalers, allergy medication etc. updated and monitored by LSA with responsibility for medical needs and SLT • Medical Boxes containing medication taken to the playground by lunchtime supervisors 			<p>Medicine in Schools legislation</p> <ul style="list-style-type: none"> • Raised confidence of support staff in managing medical related issues • Annual allergy training received by all staff • Dinner supervisors know medical needs for individual class pupils and are fully aware of medicines used daily
<p>Ensure effective transition arrangements for all pupils with disabilities so that they can move to new settings as safely and smoothly as possible</p>	<ul style="list-style-type: none"> • In addition to the once termly Welfare Meetings, traditional July Transition meetings, Year 7 transition meetings etc. will involve all necessary personnel to ensure that the correct information is being passed within settings (in a timely fashion) 	<ul style="list-style-type: none"> • Head Teacher & SLT • All Class Teachers 		<ul style="list-style-type: none"> • Staff in all settings will have clear up to date information about all pupils in their care to ensure

	<ul style="list-style-type: none">• SENCo to arrange PCRs (Person Centred Review Meetings in June to provide support additional with Transition for named pupils	<ul style="list-style-type: none">• External Agencies• SENCo		their needs are being met.
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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.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Actions			Evidence to be collected to measure progress
	How	Who (Lead person)	Resources	
<p>To ensure that all staff, pupils and parents with a known or anticipated physical disability are able to be involved in all aspects of school life</p> <p>Ensure all disabled pupils can be safely evacuated in the event of an emergency</p>	<ul style="list-style-type: none"> • Create access plans for individual disabled children as required • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school • Audit requirements for ramps • Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating • Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with physical mobility difficulties • Develop a system to ensure all staff are aware of their responsibilities in an emergency • General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs • Fire drills completed in timely fashion and evacuation signage is checked and appropriate for all users 	<ul style="list-style-type: none"> • Class Teachers • SENDCo • Head Teacher & SLT • External Agencies 		<ul style="list-style-type: none"> • Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school • SEN School Support Plans in place for disabled pupils and all staff aware of pupils needs • All staff and governors feel confident their needs are met • Parents have full access to all school activities • Access issues do not influence

	<ul style="list-style-type: none">• All fire escape routes are suitable for all members of the school community			<p>recruitment and retention issues</p> <ul style="list-style-type: none">• Disabled parent/carer/visitors feel welcome
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Aim 3: To improve the delivery of information to disabled pupils and parents.

The school plans to improve the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Actions			Evidence to be collected to measure progress
	How	Who (Lead person)	Resources	
<p>To support the improved access to written information for pupils, staff, parents and other visitors</p> <ul style="list-style-type: none"> • Letters • School Website • Twitter • SEND Reviews • Workshops and Parent Information Meetings • Annual Reporting • Flyers and Leaflets • School Prospectus • Awareness of EAL <p>Pupils are given opportunities in their curriculum to respond to their learning in a variety of formats</p>	<ul style="list-style-type: none"> • Raising awareness of font size, colour of document and page layouts to support pupils with visual impairments / Dyslexia etc. • Ensure the availability of large font and easy read texts will improve access • Auditing signage around the school to ensure that is accessible to all is a valuable exercise • Ensure website is fully compliant with requirement for access by person with visual impairment • Ensure Prospectus is available via the school website • Informing readers that school published material is available in a selection of formats and identifying how they can access this provision if requested • Considering how to increase information accessibility for those who have English as an additional language or other communication impairments • Ensure all staff are aware of guidance on accessible formats and know how to respond to such a request 	<ul style="list-style-type: none"> • Head Teacher & SMT • All Class Teachers • External Agencies • DfE 		<ul style="list-style-type: none"> • All parents receive information in a form that they can access • Staff are more aware of pupils preferred method of communications • Confidence of parents to access their child's education • Pupils and/or parents feel supported and included • Pupil responses; verbally, pictorially and written that indicate they feel themselves to be included in all aspects of school life

	<ul style="list-style-type: none"> • Identify how textbooks and other pupil information are selected and provided to meet pupil need • Staff to utilise all forms of written and verbal communication with their pupils • Access to parents via school website of SEN Local Offer • Pupil Voice – opportunities for pupils to participate in SEN Review meeting – children completing Pupil Voice forms that are shared with parents during meetings • Range of Pupil and Parent Questionnaires completed over the year – at parents evenings, during the monitoring of teaching and learning 			<ul style="list-style-type: none"> • Pupil and Parent responses to annual questionnaires
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4. Monitoring arrangements

This plan is reviewed annually by the Head Teacher, SLT and Governing Body to ensure continued compliance. If changes are made an Updated document will be produced.

This document will be reviewed every **three** years, as required by the DfE. However, it will be reviewed and updated more frequently as stated above by the governing body and Head Teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

- Supporting pupils with medical conditions policy
April 2021
To be reviewed: April 2023