

STATEMENT

At St. Bernard's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Our school motto "you are precious in my eyes" demands that every child should have equal access to all parts of school life. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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. Bernard's Catholic 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 parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The St. Bernard's Catholic 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 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

St. Bernard's Catholic Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- 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.

Approved _____

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 Manager**
- **Nurture manager**

School Improvement Plan 2017 -2019	Area Accessibility Aspect : curriculum	Overall Target: To improve access for all SEN & EAL pupils and other groups to the curriculum and improved progress and enjoyment To improve boys progress in writing.
Current Situation/Critical Analysis	Supporting Evidence	Required Changes
<p>Number of children with speech and language barriers – need to provide speech and language support to enhance access. Progress of these children is not as good as progress of other children</p> <p>Children who are on the autistic spectrum – need additional training in school to ensure we are meeting their needs and providing access to appropriate curriculum and support. We also need to ensure provision is effective</p> <p>Girls’ attainment is higher than boys on entry and throughout school –although there is some narrowing of the gap in some cohorts.</p>		<p>1:1 /small group support to work on speech and language including vocab – using programme to support both EAL children and children with limited vocabulary. Resources to translate speech.</p> <p>Staff aware of how to maximise the impact of support. Staff confident in providing appropriate curriculum. Appropriate support for children with ASD or traits. Need to provide not just the academic provision but the nurture – social and emotional development – individual plans.</p> <p>Curriculum must focus on motivating boys Curriculum changed to more creative curriculum – with themes to motivate boys. More boy based learning beginning in FS – especially gross motor skills.</p>

Actions including staff training	Key Personnel	Time scale	Costs £	Funding source	Success Outcomes	Criteria/intended	Progress
Set up “chatter box” clubs for children with EAL, selective mute or communication	SS Nurture staff TA Sp & Language Team	Start Autumn 17	£100	SEN	Targeted children have more confidence and increased vocabulary.		
Training on supporting children with ASD	KG NR	Autumn 2017	£500	SEN training	Quality of support remains high as child move to new classes and has positive effect on progress		
Appropriate support for children with ASD	SENCO, teachers	Spring 2017	45,000	Staffing	Children with ASD have full access to curriculum, and progress in		

Nurture provision, in class support, group withdrawals					social, behavioural emotional development.	
In the EYFS focus on developing gross motor skills so the boys are more ready to write using fine motor skills. Develop outdoor learning area.	EYFS team and consultant	Spring 2017	£2500	Training	Boys improve gross motor skills, engage more in writing	
Improving boys' engagement and progress in KS1 and KS2 through curriculum provision. Using emoticons to support boys writing Careful selection of texts particularly in upper Key stage 2	All staff DM	Jan 2017	-	-	Boys progress at the end of KS2 improves	

Procedures for Monitoring Actions	Procedures for Evaluating Impact
Intended Impact (see overall target)	Intended Impact (see overall target)
Observation Improved access for all SEN & EAL pupils to the curriculum and improved progress and enjoyment Pupil interviews Improved boys progress in writing. Informal discussion Assessment of progress	Evaluating progress of 1:1 support and interventions Evaluating staff knowledge and confidence

School Improvement Plan Accessibility (equality)	Area Accessibility Aspect : Physical environment	Overall Target :
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To improve accessibility to the physical environment of the school for disabled pupils and parents and children

Current Situation/Critical Analysis		Supporting Evidence		Required Changes			
<p>No system for summoning help from the disabled toilet</p> <p>No parking bay for disabled user - limited space in car park - but if needed we would create a space.</p> <p>Upstairs is not accessible to wheel chair users. At present this is not an issue – but something to bear in mind for the future.</p> <p>Entrances recently been improved to allow greater ease of wheelchair access.</p>		Observation	in school	Sort out assistance cord in disabled WC			
Actions including staff training		Key Personnel	Time scale	Costs £	Funding source	Success Criteria/intended Outcomes	Progress
Check installation of assistance cord, carry out any necessary repairs, draw up procedures for assistance activation.		MB KH	Autumn 2017				
Disabled toilet checked regularly to ensure not used as storage area.		MB KH	Summer 2017	-	-	Permanent access to disabled facilities	
Plan drawn up to provide access for wheel chair pupils/parents		MB	Spring 2018	-	-	Plan of action ready so that any new child would have immediate access.	

Procedures for Monitoring Actions	Procedures for Evaluating Impact
Intended Impact (see overall target)	
School advisors visits	questionnaires.
Improved accessibility to the physical environment of the school for disabled pupils and parents, and children and young people with visual impairments.	

School Improvement Plan	Area Accessibility Aspect : Information	Overall target : To ensure children with disabilities and their families have access to information including events and support.				
Current Situation/Critical Analysis	Supporting Evidence	Required Changes				
Information distributed through paper copies and electronically through e- mail, text and website. This increases parent’s ability to use additional access tools to access information. Events and support announcements are distributed through all the above methods Sunshine room staff available to provide help and support accessing information and sending information (for disabled people and parents who are unable to read/write.	Observation Policies procedures	Ensure that our knowledge of support agencies is up to date				
Actions including staff training	Key personnel	Time scale	Costs £	Funding source	Success Criteria/intended Outcomes	Progress
Regular meetings with extended services to find out about support and events in the local area for disabled pupils and parents. Collate together all information about events and support (in the local community) and include on school website, newsletters, personal letters and share in 1; 1 parent discussions.	SENCO and learning mentor	Summer 2017 and ongoing			Children and families have access to information about support not just in school but also in the local community.	