

**St Ignatius Primary School**

**Accessibility Plan**

|  |  |
| --- | --- |
| Status | Statutory |
| Date of policy adoption |  |
| Date of policy review | Spring 2022 |

# St Ignatius Catholic Primary School Accessibility Plan

1. **Vision Statement**
2. **Aims and Objectives**
3. **Current good practice**
   * Physical Environment
   * Curriculum
   * Information
4. **Access Audit**
5. **Management, coordination and implementation**
6. **Action Plan**
7. **Vision Statement:**

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 run lawfully 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:

1. He or she has a physical or mental impairment, and
2. 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 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 We intend to do this review annually. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St. Ignatius Catholic Primary School the Plan will be monitored by the head teacher and evaluated by the relevant Governors’ committee.

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.

1. The School 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. Other, outside agencies and specialists has also been consulted. The document will be used to advise 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.
2. The Accessibility Plan is structured to complement and support the school’s Equality Objectives. 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.
3. We are 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 2010with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The 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 practical.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.

1. The School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
2. 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.
3. The Accessibility Plan for physical accessibility 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.
4. The Accessibility Plan will be monitored through the Governing body
5. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

# Aims and Objectives Our Aims are:

## Increase access to the curriculum for pupils with a disability

* + **Improve and maintain access to the physical environment**

Our objectives are detailed in the Action Plan below

# Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents’ views, or in conjunction with a letter home about a parents ‘evening.

## Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break-times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs .

## Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example, PE for pupils with a physical impairment. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school’s policies and procedures, written and unwritten.

# Access Audit

The school consists of three separate buildings.

The Foundation Stage and Key Stage 1 are housed on the ground floor of Campion Building. The hall/dining room is also on the ground floor of this building.

Years 3 and 4 are situated in Anne Line Building which also contains the school library and the music room. This building is three storeys high and has two staircases.

Years 5 and 6 are housed in Briant Building which occupies three floors. It also contains the ICT Suite.

There is on-site car parking for staff and visitors which can be used by disabled drivers. There are disabled toilet facilities available on the ground floor of Campion Building. It is fitted with a handrail and a pull emergency cord.

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

# Management, coordination and implementation

* + We will consult with experts when new situations regarding pupils with disabilities are experienced.
  + The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

# ActionPlan

**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, with a disability.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SHORTTERM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Liaise with Nursery providers to review potential intake each September | To identify pupils who may need additional to or different from provision for Sept Intake | Sep | HT  EYFS teacher | Procedures/equipment  / ideas set in place by Sept |
| Review all statutory policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act  2010 | Ongoing | HT  All subject leaders | All policies clearly reflect inclusive practice and procedure |
| Establish close liaison with parents | To ensure collaboration and sharing between school and families. | Ongoing | HT  All Teachers | Clear collaborative working approach |
| Establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues. | To ensure collaboration between all key personnel | Ongoing | HT  TAs  Outside agencies | Clear collaborative working approach |
| Ensure full access to the curriculum for all pupils | Outside Play visits; Employment of specialist advisory teachers; CPD for | Ongoing | Teachers | Advice taken and strategies evident in |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | * 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 * A range of support staff including trained teaching assistants * Multimedia activities to support most curriculum areas * Use of interactive ICT equipment * Specific equipment sourced from occupational therapy |  | SENCO  EP | Classroom practice.  ASD children supported and accessing curriculum. |
| **MEDIUMTERM** | **Tasks/Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Review attainment of all SEN pupils. | SENCO/Class teacher meetings/Pupil progress  Scrutiny of assessmentsystem Regular liaison with parents | Termly | Class teachers SENCO | Progress made towards LSP targets  Provision mapping shows clear steps and progress made |
| Monitor attainment of AMA pupils | Policy and AMA list to be updated  AMA booster groups/activities Monitor AMA list | Ongoing Annually | SLT  Class teachers | AMA pupils making proportionate progress.  Achieving above average results |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Promote the involvement of disabled students in classroom discussions/activities  Take account of variety of learning styles when teaching | Within the Curriculum, the school aims to provide full access tall aspects of the curriculum by providing (where appropriate)   * Wheelchair access * Giving alternatives tenable disabled pupils to participate successfully in lessons * Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. | Ongoing | Whole school approach | Variety of learning styles and multi- sensory activities evident in planning and in the classrooms.  Ensuring that the needs of all disabled pupils, parents and staff are represented within the school. |
| **LONGTERM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Evaluate and review the above shorthand long term targets annually | See above | Annually | SMT, Core curriculum co- coordinators  Governors | All children making good progress. |
| Deliver findings to the Governing Body | Finance and Premises and Curriculum Governors meetings | Annually Termly SEN Governor/ SENCO  meetings | SENCO  SMT/SEN  Governor | Governors fully informed about SEN provision and 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SHORTTERM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Improve physical environment of school environment | The school will take account the needs of pupils, staff 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, and color schemes, and more accessible facilities and fittings. | Ongoing | SMT | Enabling needs to be met where possible. |
| Ensure visually stimulating environment for all children | Colourful, visually enriched displays in classrooms and inviting role-play areas. | Ongoing | Teaching and support staff | Enriched Learning environment maintained. |
| Ensure all pupils with a disability are able to be involved. | * Create access plans for individual disabled children as part of pupil passport process * Undertake confidential surveyor staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. | With immediate effect, to be constantly reviewed | Teaching and support staff | Enabling needs to be met where possible. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  | 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 where needed. | With immediate effect to be constantly reviewed | Head Teacher  External agencies |  |
|  | Ensuring disabled parents have every opportunity to be involved | * offer a telephone call to explain letters home for some parents who need this * adopt a more proactive approach to identifying the access requirements of disabled parents | With immediate effect to be constantly reviewed | Whole school team  With immediate effect to be constantly reviewed | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child’s education |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MEDIUMTERM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| To improve community links | School to continue to have strong links with schools in local authority and the wider community. | Ongoing | SMT  All staff | Improved awareness of disabilities/the wider community and the world and their needs  Improved community cohesion |
| **LONGTERM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Continue to develop playgrounds and facilities. | Look for funding opportunities | Ongoing | Whole school approach | Inclusive child-friendly play areas. |
| Ensure paths around school are as safe as possible. | Communication with parents via safety messages /letters/walk to school week | Ongoing | SLT | No accidents |
|  |  |  |  |  |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SHORT TERM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Ensure all children with ASD have access to the curriculum | Regular parental communication  Individualized multi-sensory teaching strategies used for AS children. | Ongoing | All staff to be aware | ASD children able to access curriculum. |
|  | Enable improved access to written information for pupils, parents and visitors. | * Investigate symbol software to support learners with reading difficulties. * Raising awareness of font size and page layouts will support pupils with visual impairments. | Ongoing | All staff to be aware |  |
| **MEDIUM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| Review children’s records ensuring school’s awareness of any disabilities | Information collected about new children.   * Records passed up to each class teacher. * End of year class teacher meetings | Annually | Class teachers  Outside agencies | Each teacher/staff member aware of disabilities of children in their classes |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | * Annual reviews * Pupil passport meetings * Medical forms updated annually for all children * Personal health plans |  | SMT  Office staff |  |
| **LONGTERM** | **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| In-school record system to be reviewed and improved where necessary. | Record keeping system to be reviewed. | Continual review and improvement | SLT | Effective communication of information about disabilities throughout school. |