



**St Kentigern's Catholic Primary School**



## **Accessibility Plan**

***"Treat others as you want to be treated"***

### **Mission Statement**

At St. Kentigern's Catholic Primary School, our mission is to provide a nurturing, faith-filled environment where children grow in their relationship with God, inspired by the Gospel values of Jesus Christ. We are committed to guiding each child in their spiritual, academic, and personal development, empowering them to live lives of kindness, integrity, and service, as they follow the examples of St. Kentigern and Christ's love for all.

### **Vision Statement**

We envision St. Kentigern's Catholic Primary School as a vibrant community where children flourish in faith, hope, and love. Rooted in the teachings of the Gospel and guided by St. Kentigern, we aim to nurture all our children to become compassionate individuals who make a positive impact on the world around them. Our vision is to be a place where every child is valued, and together, we strive to build a future of justice, peace, and love for all.

### **Introduction**

The Single Equality Act came into place in October 2010 and brought together the duties that were already set out in our Race, Disability and Gender policies into one single Equality Duty. This policy is written to bring together and harmonise those three policies. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

### **Objectives**

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To treat disabled pupils favourably and fairly
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

**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 Single Equality Policy:**

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

**Starting points**

The purpose and direction of the school's plan: vision and values At St Kentigern's Catholic Primary School we aim to provide an environment where every child has the confidence to strive for the highest possible standards of personal and academic achievement. Our commitment to an inclusive environment for staff, children, parents and carers, governors and others involved in the school community is at the heart of our vision and values.

St Kentigern's has high aims for all pupils, of all abilities, to participate in every aspect of school life, and to achieve their full potential. In order to achieve this we are committed to identifying and removing barriers to learning to ensure that:

- Disabled pupils are not treated less favourably.
- Adjustments are made to lessen any disadvantages.
- Access to education for disabled pupils is monitored and developed.

**Definition:**

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This includes:

- A visually or hearing impaired person.
- A person with a physical disability
- A person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other on-going condition such as colitis.
- A person with an autistic spectrum disorder
- A person with Down's syndrome

- A person with dyspraxia and or ADHD
- A person with dyslexia

This list is not exhaustible but are the main examples as given in the guidance 'Promoting Disability Equality in Schools', page 26, (DES 2006).

We understand that the definition of disability under the Disability and Discrimination Act is different from the eligibility criteria for special educational needs. This means that disabled pupils may or may not have special educational needs.

St Kentigern's is committed to inclusion, the removal of barriers to learning and increasing access for disabled pupils in order to improve outcomes. This is driven by the National Curriculum Inclusion Statement which states that it is schools' responsibility to:

**'provide a curriculum that meets the specific needs of individuals and groups of pupils.'**

Therefore the school follows these key principles :

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs

Information from pupil data and school audit

St Kentigern's Catholic Primary School is a one form entry school with 7 single age classes. Each class has one teacher and one Teaching Assistant. All teaching assistants work in the morning in KS1 and KS2 and all day support is available in Reception. Additional TAs are provided to meet individual needs of children. At present these needs can be categorised as follows:

**Key:**

CL – Cognition & Learning Needs – SpLD, MLD, SLD,

CI – Communication & Interaction Needs – SLCN, ASD

SEMH – Social, Emotional and Mental Health Needs –

SIP – Sensory and/or Physical Needs – VI, HI, PD

**Views of those consulted during the development of the plan**

- Staff
- Governors
- Parents and carers
- Children

**The main priorities in the school's plan**

Increasing the extent to which disabled pupils can participate in the school curriculum. Staff are specially trained and/or experienced in meeting the needs of the pupils. In addition, all staff are kept up to date with developments and training.

Pupils with an Educational Health Care Plan (EHCP) of special educational needs have a personalised and differentiated curriculum supported by appropriate resources and support from a trained adult. Packages include SALT, OT, and social skills. Resources are updated with the needs of the pupils in mind, such as wobble cushions, sensory equipment, use of coloured overlays, ICT devices, SALT materials, English and Mathematics schemes to support multisensory learning. All teachers follow the recommended Graduated Approach to support pupils.

Our School Improvement plan identifies SEN as a priority, however, the improved outcomes for children underpins all priorities, to overcome barriers and our commitment to equal opportunities and access for all. All staff have continuous updates training to meet the needs of children within our care.

All children's progress is monitored termly through data, Plan -Do-Reviews and at meetings between the Head Teacher, SENCO, Achievement Manager and class teachers (PPM). Tracking systems are used for all pupils regardless of ability, and high expectations are maintained for all.

Plan- Do- Reviews and provision maps are updated termly to show support given for individual pupils in their year groups.

Health Care Plans are in place for specific children with disabilities.

### **Future Developments**

- To continue to ensure that disability equality issues are incorporated into the planning and learning in HRSE, PSHE and RE. Resources have recently been purchased to support this (TenTen).
- To continue to ensure that staff working with children with disabilities receive appropriate training and support to enhance children's access to the curriculum, develop their independence and promote social inclusion.
- To continue to train all staff on the resources available to support pupils, with specific training for teaching assistants to carry out programmes to support literacy and numeracy.
- To continue to improve access for pupils with co-ordination difficulties such as dyspraxia, through seeking advice from Occupational Therapists and other specialist support (Communicate, Advisory teachers, CAMHS)
- Continued improvements in provision mapping, including improved monitoring of interventions and their impact on outcomes for pupils.
- High expectations for all pupils with use of appropriate methods of monitoring progress.
- To continue to ensure Provision Maps reflect appropriate deployment of learning support. Data is used effectively and staff with specific training are shared across the school.

## **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

At St Kentigern's, we are committed to ensure that disabled children can access all information. We identify barriers and put in place appropriate resources such as:

Visual timetables are provided for classes and individuals.

Worksheets are provided with cream paper and/or different coloured overlays specific for individual children where needed. This is also available for tests.

Staff working with children with disabilities are trained and/or aware of adjustments that may need making - such as simplifying language, use of whiteboards for planning and breaking down information, pre-teaching of vocabulary, altering interactive whiteboards accordingly.

Ensure that when reviewing SEN policy we take account of developments which may improve access to the curriculum for pupils with learning difficulties.

Ensure when school is developing its assessment, marking and teacher feedback policies to take into account pupils with disabilities/learning difficulties:

### **This may include:**

- Recording information for pupils with learning difficulties or hearing impairments.
- Enlarged print for visually impaired pupils, and other stakeholders.
- Simplified language.
- Using picture/symbol language.
- Identifying the appropriate format to use when presenting information in conjunction with pupils and parents.
- School will continue to explore and develop different formats as a matter of course.
- Improving assemblies and presentations.

### **Making it happen**

The school will evaluate the effectiveness of this policy by careful monitoring of its action plan set out below.

### **Management, coordination and implementation**

Lead Responsibilities

Head Teacher: Mrs. C. Murray

Deputy Head Teacher and SENCo: Mrs S Brooks

SEN Governor: Mrs. C. Walker

Chair of Governors: Mrs. M. Leyland

**Accessing the school's plan**

The plan and policy is available as a hard copy from school or on-line