

# St Mary and St Michael Catholic Primary School



## Accessibility Plan

At St Mary and St Michael's we believe passionately in the education and opportunities we provide for our children and place Christ at the centre of everything we do. Our desire is for every child in school to have the very best experience and opportunities they can – in everything! Our children will remember their time here in years to come; happy and fond memories they can treasure for ever. Our children have the very best academic start in their education and our dedicated and enthusiastic team inspire a love of learning throughout. This is enhanced by creative, environmental, spiritual, enriched and social opportunities ensuring that they develop wholly in every area, into compassionate, young people of the future. We are so proud of our school community and we acknowledge that our parents are the first educators of our children. We work together to help and support our children and have close links between school and home. We see our school as a family and have links with the parish and wider community.

**Purpose of Plan:** This plan shows how St Mary and St Michael's Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

**Definition of disability:** A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

**Areas of planning responsibilities:** Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits) Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education) Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.) The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

**Current Range of known disabilities:** The school has children with a range of disabilities to include moderate and specific learning disabilities, including ASC, Dyslexia, Pompe disease and ADHD. We have a pupil who has a hearing impairment. At present we have one wheelchair dependent pupil, who has a tracheostomy and uses a ventilator to support his breathing. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Targets	Strategies	Outcomes	People Involved / Responsibility	Timeframe	Evaluation
Equality and Inclusion					
To improve staff awareness of disability issues	Review training needs for adults within school community. Provide training as appropriate.	Whole school community is aware of issues	Head Teacher SENDCo Chair of Governors	Ongoing	
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	Raised staff confidence in strategies for differentiation and increased pupil participation	Head Teacher SENDCo Subject Leaders	Ongoing	
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	Staff will have toolkits of strategies, overtime, underpinned by understanding of the disability need within their classroom.	SENCO Outside professionals Head Teacher	Ongoing	
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	All pupils in school able to access all educational visits and take part in a range of activities	Head Teacher Group Leader of Educational Visits Class Teams Parents/ carers	Ongoing	Headteacher in communication to residential site to ensure venue and activities are appropriate/inclusive for all pupils
To continue with our approachable 'open door' ethos	Have a good knowledge and to develop good relationships with parents and carers. Ensure all feel welcome. Ensure families are able to access information.	All parents and carers feel welcome and comfortable.	Head Teacher Office Staff Class Teams	Ongoing	Dojo is used daily between staff and parents and is used as the main communication platform apart from face to face.

### Improving access to the physical environment of the school:

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Targets	Strategies	Outcomes	People Involved / Responsibility	Timeframe	Evaluation
Physical Environment					
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the Pupil plan process when required.</p> <p>Share and follow care plans from medical professionals to order to meet health needs in school.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process.</p> <p>Ensure staff aware of Environment Access Standard</p>	<p>Pupil plans in place for disabled pupils and all staff aware of pupils needs.</p> <p>Specific areas in school allocated to individuals to meet their personal needs</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities.</p> <p>Access issues do not influence recruitment and retention issues</p>	Head Teacher SENDCo Governors	<p>Ongoing</p> <p>Induction and ongoing if required.</p> <p>Annually</p> <p>Recruitment Process</p>	<p>Ramp has been purchased to enable wheelchair access into school for pupils. Ramp is movable and can fit all fire exits from KS2 classes. The ramp is stored in the classroom where it is needed. Early years class &amp; KS1 classrooms are both floor level classrooms with floor level exits.</p> <p>Correct furniture/desks have been purchased and utilised correctly</p>

Ensure all disabled pupils can be safely evacuated.	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p> <p>Ensure fire practice takes place on the days the pupil attends</p>	All disabled pupils and staff working alongside are safe in the event of a fire	SENDCo	Ongoing	<p>PEEPs are in place for necessary pupils and these are reviewed each term linked to fire evacuation practices.</p> <p>Fire evacuations are recorded in log.</p>
Ensure accessibility of access to IT equipment	<p>Alternative equipment in place to ensure access to all hardware</p> <p>Liaise with SENCo on information with regard to the visual impaired and hearing-impaired pupils</p>	Hardware and software available to meet the needs of children as appropriate	Head Teacher ICT Lead Christ the King ICT Partnership	Ongoing	Laptop has been purchased

**Improving the delivery of the curriculum to disabled pupils:**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Outcomes	People Involved / Responsibility	Timeframe	Evaluation
Curriculum					
To continue to train staff to enable them to meet the needs of children with SEN.	Review the needs of the children.  To provide training for staff as required.  Refer to SEND policy.	Staff are confident in enabling all children to access the curriculum.	Head Teacher SENDCo All Staff	Ongoing	
To ensure that all children are able to access all out of school activities.	Review external activities. Carry out risk assessments Provision of additional support	With modifications all children will be able to access all activities.	Head Teacher SENDCo	Ongoing	
To provide specialist equipment/resources, to promote participation in learning by all pupils.	Assess the needs of individual children  Provide equipment/resources as required. e.g. writing slopes, tinted paper, overlays, headphones.  Identified children to have access to visual prompts.	Barriers to learning will be reduced.  Children to develop independent learning skills, enabling them to reach their full potential.	SENDCo Class Teachers	Ongoing	

To meet the needs of children during End of Key Stage assessments.	<p>Assess the needs of individual children.</p> <p>Apply for modified papers, additional time etc.</p>	To enable children to reach their full potential.	SENDCo Phase Leaders		<p>Additional time has been applied for, for those pupils who are in need of this.</p> <p>Time breaks/comfort breaks for PSC if necessary</p>
To meet the needs of children with SEND	<p>Use of Pupil plans</p> <p>Enhanced provision and access to LA specialist advice for those required support beyond the classroom.</p> <p>Support from outside agencies including: Educational Psychologist, CAMHS, ASD support services, Occupational Therapists and Physios, Specialist Children's Hospitals and Play Therapy.</p>	<p>Pupil plans and care plans are updated termly.</p> <p>Close Tracking of pupils.</p>	Head Teacher SENDCo Class Teachers	Ongoing	

Targets	Strategies	Outcomes	People Involved / Responsibility	Timeframe	Evaluation
Written and Other Information					
To ensure all parents and members of the school community can access information	Written information will be provided in alternative formats, as necessary.	Parents and school community will have access to information in multiple formats	Head Teacher Office Staff Class Teachers	Ongoing	Website updated
To ensure parents who are unable to attend school due to a disability can access parent's evenings and other school events.	Staff to make links with parents over the phone and send written information to parents.  School events to be documented on school website, class dojo.	Parent are kept informed of their child's progress.  Parents are able to share in the celebratory life of the school.	Head Teacher	As Required	As a school teachers will make a meeting either face to face, online or via a phone call.
To ensure that signage around the school is clear and appropriate.	Review the needs of the school community	Signs around the school are accessible for all	Head Teacher Chair of Governors Site Manager	As Required	