

ST HUGH OF LINCOLN R.C PRIMARY SCHOOL

School Accessibility: Policy and Plan 2019-2023

*“St Hugh of Lincoln School will nurture, guide, educate and
develop all our children on their journey with Jesus*

Amen

September 2019
Reviewed – 2022

Persons responsible: Mr Smith (Acting Headteacher)
Mrs Atherton (Acting Headteacher)
Mrs Jackson (Special Educational Needs Co-ordinator)

Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA): *A person has a disability 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 carry out normal day to day activities.*

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. There is also the Single Equality Duties (2010) which came into force. The Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that 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 planning duties in the DDA:

- 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. Below is a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Governing Body of St Hugh of Lincoln RC Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. St Hugh of Lincoln RC Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice (2014) when meeting pupils Special Educational Needs, including a range of disabilities and makes its

policy known to parents. Provision determined in Education, Health and Care Plan is made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils' varied life experiences and needs.

The aims and values of our school are inclusive, they reflect and inform our ethos and are embedded in the life of the school community. St Hugh's has high ambitions for all its pupils; we expect pupils with a disability to participate and achieve in every aspect of school life. As such, we are committed to:

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

St Hugh's promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

Context

St Hugh of Lincoln RC Primary School has buildings that are well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor
- use of these classrooms can be rotated to meet pupils' needs
- there are several barrier free entrances to the school
- accessible toilets are present in the building
- small quiet rooms/areas in place

As a school we have an excellent record with regard to making reasonable adjustments for such children. This includes actions to address physical impairments (e.g. annual training on anaphylaxis and Epi Pens) and learning impairments (e.g. Catch Up intervention).

Further, we have a long history of teaching pupils with a wide range of Special Educational Needs and, without exception, disabled pupils have been fully included in all aspects of school life. The progress of disabled pupils is vigorously tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Where necessary, adaptations are made to the curriculum and equipment available to ensure full access. There is full access to all parts of the physical environment for pupils. Adaptations can, and often have been,

be made to timings, playtimes, lunchtimes, school trips, after-school clubs etc to meet the needs of children with specific needs. Considerable emphasis is placed on the use of positive role models and images of disabled people within the school.

Attendance of all disabled pupils is monitored and where issues of illness are a particular feature of their disability the necessary adaptations to the school day are made.

Information from pupil data and school audit

The Disability Discrimination Act definition (see: Introduction, above) is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy, asthma, arthritis and cancer. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

Like most schools, we have children of all backgrounds, needs and abilities. In September 2018, this included pupils with specific, on-going impairments, including:

- asthma
- autistic spectrum
- allergies
- physical disability
- visual impairment
- hearing difficulties
- speech difficulties

At present we have no wheelchair dependent pupils, or members of staff.

Views of those consulted during the development of the plan

Articles 12 and 13 UN Convention of the Rights of the Child:

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters effecting them.

At St Hugh's, we fully acknowledge and respect this principle. As a result, the following plan has been written following consultation with pupils, staff and governors and takes into account their views and aspirations. Further, we collect information from Early Years settings, so that we are prepared for children when they arrive in school, and liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Action plan 2019-2023

The following pages contain our planned actions around three broad aims.

Action plan 2019-2023

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

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. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Teachers' planning is highly differentiated to take account of the individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations. Each year school leaders develop action plans as part of the overall School Improvement Plan which address areas which can be improved even more.

It is the role of the Special Educational Needs Co-ordinator to line manage and deploy Teaching Assistants. The SENDCO co-ordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and wider school context. The SENCO also coordinates advice given by outside agencies and ensures its full implementation. Through self-review and continuous professional development, 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.

<u>Target</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success criteria</u>
Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this plan and the attainment and progress of all pupils	Full review and update in Autumn term annually	Headteacher SENCO Governing Body, particularly SEN Governor	Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website
Identification of pupils who may need additional / different provision	Liaise with settings to review potential intakes	Annual	EYFS teacher in the first instance and SENCO/SLT	Necessary procedures / equipment / ideas in place by September

Increased skills and confidence of all staff in differentiating curriculum	Be aware of staff training needs and assign CPD accordingly	On-going and as required	Headteacher SENCO	Lesson observations demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Make sure software installed where needed	On-going and as required	SENCO	Wider use of SEN resources to support learning
Compliance with the Equality Act 2010	Review all statutory policies to ensure that they reflect inclusive practice and procedure	On-going	Headteacher Governing Body	No policy conflicts with principles of equality of opportunities for all
Collaboration and sharing between school and families	Maintain close liaison with parents	On-going	Headteacher Teachers Teaching Assistants	Clear, collaborative working approach
Collaboration between all key personnel	Maintain close liaison with outside agencies for pupils with on-going health needs e.g. children with severe asthma, epilepsy or mobility issues where applicable	On-going	Headteacher Teachers Teaching Assistants Outside agencies	Clear, collaborative working approach
Raise attainment and narrow any gaps in attainment that may exist	Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents	Termly	Headteacher SENCO Teachers Parents	Progress made towards IEP targets. Assessment shows clear steps and progress made
Raise attainment and narrow any gaps in attainment that may exist	Monitor attainment of all higher attaining / gifted and talented pupils during pupil progress meetings and regular liaison with parents	Termly	Headteacher SENCO Teachers Parents	Assessment shows clear steps and progress made

Opportunities for children to see positive role models with disabilities	Visitors into school Continued purchase of materials which portray positive images of people with disabilities	On-going	School Leaders Teachers	Resources are easily visible Planning shows consideration of possible visitors to school. Positive attitudes towards those with disabilities and towards principles of inclusion
Ensure PE curriculum is accessible to all	PE lead and teachers review curriculum when appropriate and in response to individuals need	Ongoing	All staff who teach any aspect of PE/Sport	All to have access to PE and be able to excel
Opportunities for children to see positive role models with disabilities, and creative ways to adapt sports to meet different needs	Using e.g. Paralympics as a focus, assemblies around aspirations. Paralympian visit 2019/2020	Ongoing	Headteacher Assistant Head for pupil development and well being	Positive attitudes towards those with disabilities and towards principles of inclusion
Pupils, staff and parents / carers are aware of consequences in the event of negative disability-related language	Review impact of behaviour and the number of instances of negative disability-related language	Ongoing	All staff	Use of language tracked and steps put in place to reduce if needed
Raised awareness of disability issues, including harassment	Develop PHSE curriculum with this in mind and update policy where applicable	Ongoing	Assistant Head for pupil development and well being	New curriculum in place Long term planning and topic plans
Raise attainment and narrow any gaps in attainment that may exist	Buy services of additional speech and language therapy	Ongoing	Headteacher SENCO	Assessment shows clear steps and progress made Support staff report increased confidence and skills in supporting pupils

Action Plan 2019 – 2023

Aim 2: To improve access to the physical environment

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Our self-review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's needs are known.

Building work in the past decade has ensured that the school is accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

<u>Target</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success criteria</u>
Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this plan and the attainment and progress of all pupils	Termly, with full review and update in Autumn term annually	Headteacher SENCO Governing Body, particularly Health and Safety Governor	Governors fully informed about provision and progress Accessibility Policy and Plan is annually updated and posted on school website
Physical environment of school remains attractive and engaging for all	The school will take account of 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 colour schemes, and more accessible facilities and fittings.	On-going	Senior Leaders Site Manager	Enabling needs to be met where possible

Visually stimulating environment for all children	Colourful, lively displays in classrooms, with greater focus on practical / kinaesthetic learning	On-going	Teachers Teaching Assistants	Monitoring shows all aspects are at least good, with few essential actions: learning environment walks, physical environment checks
Awareness of access needs of pupils, staff, governors, parent / carers and visitors with disabilities	Create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors' and parents' access needs and meet as appropriate Through questions and discussions, find out the access needs of parents / carers Consider access needs during recruitment process	As required Induction and on-going if required Admissions form for new parents / carers Recruitment process	Senior Leaders Office Staff Site Manager	Needs are met
Pupils with medical needs are fully supported	Provide training on specific medical needs as required e.g. epilepsy, asthma, anaphylaxis	Annual	SENCO/School Nurse	All relevant employees receive the training as appropriate
Roads and paths around school are as safe as possible	Communication with parents via safety and parking particularly - messages/letters/walk to school week and parking signs Bikeability for Year 6 children	On-going	Senior Leaders Site Manager	Fewer accidents

All pupils with mobility issues can be safely evacuated (where applicable)	All personal emergency evacuation plans (PEEPs) are in place and up-to-date, and that staff (including new staff) are aware	On-going	SENCO	In place Successful fire drills
Pupils with medical needs are fully supported	Review Managing Medicines Policy	Summer 2019	School Nurse Headteacher	Reviewed policy is approved and in place
All educational visits to be accessible to all	Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness Consider costs of coach with easier access	As required	Educational Visits Coordinator Headteacher School Office Staff	EVOLVE form and risk assessments all completed All pupils in school able to access all educational visits and take part in a range of activities
Informed decisions are made with regard to accessibility	Health and safety audits are carried out with additional consideration of accessibility	Termly and/or as required	School Office Staff Health and Safety Governor Site Manager	Audits begin to inform future Accessibility Policy and Plans
Informed decisions and challenge are made with regard accessibility	Governing body have awareness of accessibility / Disability Discrimination Act 1995 (DDA) and health and safety as desired characteristics for new governors	Ongoing	Headteacher Chair of Governors	Governing body begins to challenge and support around disability

Action Plan 2019-2023

Aim 3: To improve communication between school and pupils, parents / carers

We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language; symbols on work; pre-printed / pictorial explanation of work and sign language specialists.

We want to include actions to engage even more some of our parents / carers. Currently, we share information with parents / carers in ways including letters and newsletters, website, social media.

In planning to make written information better 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.

<u>Target</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success criteria</u>
Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this plan and the attainment and progress of all pupils	Full review and update in Autumn term annually	Headteacher SENCO Governing body, particularly SEN Governor	Governors fully informed about provision and progress Accessibility Policy and Plan is annually updated and posted on school website
All pupils feel confident to fully disclose information with regard to their disabilities	Ensure that all pupils, staff and parents are assured of confidentiality when disclosing information and know disclosures will be handled sensitively – do so via circle times, assemblies; in addition: within new curriculum	On going	Headteacher Assistant Headteachers SENCO	Positive feedback from pupils Lesson observations Long term planning and topic plans
Pupils: All pupils (and staff) are fully aware of the definition of disability and examples	Further develop PSHE curriculum to include where appropriate	From September 2018	All staff	New curriculum in place Long term planning and topic plans

<p>Pupils: Annual reviews of children with SEN are as accessible as possible</p>	<p>Include Pupil Voice on Individual Education Plans</p>	<p>On going</p>	<p>SENCO All staff</p>	<p>Revised processes in place Positive user feedback</p>
<p>Both: website is accessible to those who are visually impaired or who have difficulty in reading English</p>	<p>Seek confirmation that school website is suitable; seek views of those with English as an additional language on effectiveness of Google Translate feature</p>	<p>Annual</p>	<p>Headteacher</p>	<p>Confirmation in place, or changes made</p>