



## **Access Plan for St Edmund's and St Thomas' Catholic Primary School (from 2016 to 2019)**

*'I have come that they should have life and have it to the full..' John 10:10*

### **Overview**

Under the provisions of the Equality Act 2010 this school recognizes the need to provide adequate resources for implementing an accessibility plan and we will ensure that the plan reflects our Disability, SEN Policies. In line with those policies we will take the necessary steps to ensure that every young person, their families and also employees are given equality of opportunity to develop socially, work, participate and learn and to enjoy community life.

### **Objectives**

1. Increase the extent to which SEN and disabled pupils can participate in the curriculum
2. Improve the physical environment of school to enable SEN and disabled pupils to take better advantage of education, benefits, facilities and services provided, and
3. Improve the availability of accessible information to SEN and disabled pupils

St Edmund's and St Thomas' Catholic Primary School is committed to developing a highly stimulating environment where all children develop a great enthusiasm for lifelong learning.

St Edmund's and St Thomas' Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils and staff, parents and visitors regardless of their education, physical, sensory, social, emotional or cultural needs. In support of the Equality Act we are highly committed to developing a culture of awareness, support and a determination to improve our environment so it is accessible to all.

### **Strategy:**

1. The school will identify the nature of the school population including pupils already in school and moving through it and the nature of the future intake using advance information from nurseries, primary school and the Local Authority.
2. The school will audit of the school's strengths and weaknesses in working with disabled pupils to include, the level of staff awareness of Equalities legislation; areas of the curriculum to which disabled pupils might have limited or no access.
3. The school will review the opportunities for the participation of disabled pupils in after school clubs and school visits

4. The school will review the building and identify parts of the school to which disabled pupils have no or limited access.
5. The school will consider the impact on disabled pupils of the way the school is organised; for example, school policies and practices around the administration of medicines and the physical environment of the school
6. The school will review the ways in which information is currently provided for disabled pupils
7. The school will report its findings to key stakeholders without breaching confidentiality.

### **Overview - The plan:**

The access plan will be very specific to this school based on the information gathered. The plan will address the three areas of improving access to

1. Access to education, benefits, facilities and services.
2. The physical environment.
3. Access to information usually provided in written form, and it will set out strategies for

### **Audit:**

The school will use the following audit to assess its strengths and areas for development and then to plan the changes that it needs to make

### **Part 1: Access to the curriculum and learning:**

1. Are all areas of the curriculum available to pupils regardless of their disability?
2. Where an activity cannot be made accessible or would be inappropriate is an alternative activity planned for?
3. When we plan to improve access to the curriculum have we identified any reasonable adjustments needed to offer an equality of opportunity.
4. Do we offer and plan specific staff training will improve access to the curriculum to overcome the impairments of our disabled pupils.
5. Do we have plans and allocated funds for purchasing specialist equipment that will increase access to the curriculum for disabled pupils? e.g plans to purchase more books with large print, writing slopes and pencil grips, or adjustable desks and chairs.
6. During our monitoring evaluation and review strategy for classroom observation do we review the participation of disabled pupils during lessons and use observations to inform future developments in inclusion?
7. Is the school transport accessible for pupils with mobility difficulties especially if they are wheelchair users?
8. Are the needs of pupils with hearing and visual impairment considered – hearing loops in classrooms, large print texts, ICT equipment and computers?

## Part 2: Physical environment

### a. Toilet, Changing and Personal Care Facilities

Does the school have adequate facilities currently?

1. Is there an accessible toilet facility that is large enough to accommodate a toilet and washbasin, bed, hoist and space for child, wheelchair and up to two adults?
2. Do we have private and well-equipped areas for personal care and showering? Is there space for space for child, wheelchair and up to two adults?
3. Is there a toilet cubicle that is slightly larger than average with handrails.
4. Is there a medical room where necessary treatment and therapy can be carried out in private?
5. Is there a known emergency response strategy in care of a medical emergency and are staff adequately trained in first aid in line with the statutory requirements?
6. Are urgent contact lists up to date and accessible in an emergency?

### b. Physical Accessibility:

1. Upper floors – are areas accessed by steps. Do we have upper floors or areas accessed by steps? Have we assessed the implications of physically disabled pupils accessing them?
2. If we have upper floors or steps but no physically disabled pupils currently, have we made plans for potential pupils in line with our 'anticipatory duty'?
3. Does the school need to plan to improve access for power chair users in accessing the school site? e.g. gardens, nature trails, ponds e
4. Are there allocated parking spaces for the parents of disabled pupils and do we ensure that the space is not used inappropriately, or blocked by other vehicles?
5. Is the access into school from the parking space level with no obstacles?
6. Are there any heavy doors, sharp narrow turns and cluttered corridors that might be barriers to access? Where classroom space is tight, have adjustments been made to classroom layout in order to facilitate access?
7. Will some disabled pupils need specialist furniture in order to access the curriculum? (Schools have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment).

## Part 3: Access to written information

- Are there plans in place to investigate and provide symbol software to support learners with reading difficulties?
- Are we proactive increasing staff awareness of font size and page layouts to support pupils with visual impairments?

## Accessibility Plan March 2015 March 2018

### Objective 2 The Physical Environment

This objective is to review and develop our school environment so that it is not presenting barriers to access for disabled children and parents. We are a two storey school so we do make changes to our classroom locations when needs arise. The school currently has two toilets with disabled access and ramps on entrances to new build developments.

|                    | Targets  | Strategies   | Timescale     | Responsibilities                                  | Success Criteria   |
|--------------------|--|--|---------------|---|--|
| <b>SHORT TERM</b>  | Ensuring a visually stimulating environment for all children   | Vibrant displays in classrooms which have font size and colour to be accessible to all. Resources which are accessible and role play areas which are both inviting and do not limit activity for any child.  | Ongoing       | All teaching staff and teaching assistants        | Learning enhanced for all through modification and monitoring of classroom environment                           |
|                    | Creating anticipatory access plans for disabled pupils   | Liaise with staff to ensure that classrooms are re-designated at the end of term to accommodate child with access / mobility difficulties; ie relocating a year group from the first floor to the ground floor.<br>Focus of summer term transition meetings.<br>Liaise with parents and all SEN Health professionals | Ongoing       | HT DHT All teaching staff and teaching assistants | Enabling the needs of this child to be met   |
|                    | Mark a disabled bay at the front of the school car park  | Premises committee meeting Liaise with Fr John Cullen (Shared car park with parish church.<br>Commission marking company   | December 2016 | HT and Premises Governors                         | Better access for parents and visitors to the school with mobility issues  |
|                    | Ensure access meeting rooms for disabled parents for parents' meetings.<br><br>Ensure that space and access is always planned for in the hall for school performances. | Staff raised awareness that parents with a disability have access to the New Room for their Parents' meeting<br><br>Liaison with the school caretaker for setting up the hall and the planning of seating  | Ongoing       | Teaching staff office staff and Headteacher       | Eliminate any form of discrimination and promote the importance of parental involvement in the child's education |
| <b>MEDIUM TERM</b> | To improve the awareness of all staff in their contribution to planning the learning   | Senior leadership and SENCO to discuss and advise with staff issues of accessibility. School to seek ways for improvement based on best practice of other schools. SENCO liaising with inclusion officer   | Ongoing       | SENCO and SMT and HT                              | Raised staff awareness and classrooms which promote an inclusive culture   |

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|                  | environments.<br>Premises Committee to undertake an access audit to inform any longer term developments for the sch.  |  | March 2017 | HT and Premises Governors and Full Governing Body | Clear  |
| <b>LONG TERM</b> | <p>Improve the physical environment of the school taking into account the requirements of the Equalities act 2010</p> <p>Liaise with contractors about developing a medical room in the school ; ie remodelling of HT Office and Medical room adjoining the staffroom</p> | The school will take account of the needs of children, parents and visitors to the school in relation to physical and sensory impairments when planning improvements to the building including new build and refurbishments. Door access, lighting, colour schemes and facilities will all form part of a dialogue with the appointed surveyors and contractors. | Ongoing    | HT SMT Governing Body<br>Premises Committee       | Meeting the needs of all children and adults where possible. |

## Objective 1 Increase the extent to which SEN and disabled pupils can participate in the curriculum

The key priority is to eliminate any barriers to access to the curriculum and to ensure full participation in the school's activities, learning initiatives for pupils and parents with a disability

|                   | Targets  | Strategies   | Timescale   | Responsibilities  | Success Criteria  |
|-------------------|--|--|---|---|---|
| <b>SHORT TERM</b> | To undertake a systematic programme of liaison with all Nursery providers in anticipation of the following September to be prepared for the new intake of children | <ul style="list-style-type: none"> <li>Identify pupils who may require support which is additional or different from typical mainstream intervention</li> <li>Ensure that specialist agencies have contributed to the preparation</li> <li>Meet exclusively with the parents as early as possible so a plan can be realised</li> </ul>             | Plans in place when necessary by 22/07 of every school year in anticipation for the following September | HT<br>EYFS TLR<br>SENCO                                     | Successful transition to primary education with all related staff and learning environment prepared for the child.              |
|                   | To review all school policies in relation to disability and SEN to ensure that they reflect inclusive practice and procedure                                       | Compliant with the Equality Act 2010   | 2016 2017   | HT<br>All subject leaders                                   | All policies to reflect inclusive practice  |
|                   | To develop close relationships with parents who have a disabled child or have a disability themselves  | *Communication with parents and school nurse for updating care plans<br>*Office contacting parents swiftly in cases where epipens need to be administered or e.g child falling with haemophilia<br>Ensure office and teaching staff are responsive to quick communication<br>Update CPOMS with health issues                                       | Ongoing   | HT SMT SENCO<br>Office Staff                                | Clear collaboration to keep parents informed when necessary.<br>Parents confident in school's provision for disabled child      |
|                   | Establish a whole curriculum without barriers to all children  | *Enlist specialist advisory support teachers to develop CPD of staff eg Dyslexia Awareness training<br>*Develop a differentiated curriculum where necessary<br>*Developing a range of assessment and learning materials such as P Levels Numicon materials etc<br>*Develop training for TA s who may work with children with specific disabilities | Ongoing   | HT DHT SMT SENCO<br><br>All teaching staff<br>Support staff | Teacher planning indicates (where necessary) a variety of multi- sensory initiatives and promotion of differing learning styles |

|                    |   |   |                                     |                              |   |
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|                    |   | *Purchase specialised equipment from occupational therapy advice and a range of multimedia resources advised by specialists<br>Communications with visually impaired specialist nurse regarding training for staff and use of specialised resources   |                                     |                              |   |
|                    |   |   |                                     |                              |   |
|                    | <b>Targets</b>  | <b>Strategies</b>   | <b>Timescale</b>                    | <b>Responsibilities</b>      | <b>Success Criteria</b>   |
| <b>MEDIUM TERM</b> | Review attainment of all SEN pupils   | SENCO and class teacher meet to review pupil SEN plans<br>Liaison with parents and parents' meeting, multi-agency meetings<br>Pupil Progress Meetings   | Termly                              | Class teachers and SENCO     | Progress made towards individual targets. Provision mapping indicates clear steps and progress made   |
|                    | To promote an inclusive culture in every classroom which removes barriers to learning   | Teachers to provide clear uncluttered access to classrooms<br>Visualisers to magnify texts and IT resources to assist with scribing<br>Specially enlarged texts for day to day work<br>CPD Opportunities for preparation of children coming into the school<br>School promoting positive images of disability through selection - positive discrimination etc | Ongoing                             | All staff responsible        | Learning styles and approaches evident in lessons planning and assessment   |
|                    | Extra-curricular activities planned to ensure reasonable inclusion of disabled children   | Review clubs and sport groups to ensure accessible and compliant with Equality Act  | Ongoing                             | HT Governors                 | Inclusive environment for all clubs which are accessible and external providers are compliant with legislation.   |
|                    | School ensures that classroom environment is established to promote inclusion through visual display cues/ hearing eg loop system if necessary, advice from organisations such as OSSME | Training from OSSME and other professional organisations including Sefton's Inclusion Service giving support and advice on matters such as social stories writing posture and fine motor skills resources etc   | Ongoing                             | SENCO HT Staff               | Effective lessons in appropriate learning environments with punctual start times<br>Well briefed support assistants who can innovate and modify activities to secure optimal access for the child                               |
|                    | Statutory Testing Special Access arrangements   | Liaise with STA re ordering modified test materials for children with a range of needs  | Ongoing                             | SENCO DHT HT Staff           | Pupils will have the best opportunity to reflect their abilities with modified testing arrangements.  |
|                    | <b>Targets</b>  | <b>Strategies</b>   | <b>Timescale</b>                    | <b>Responsibilities</b>      | <b>Success Criteria</b>   |
| <b>LONG TERM</b>   | School to review the impact of the actions  | Pupil Progress<br>Governors' reports  | June 2017<br>June 2018<br>June 2019 | HT<br>SMT SENCO<br>Governors | All children making good progress against targets<br>All staff proactively promoting an inclusive culture within their classrooms<br>Leaders and managers consulting with an accessibility plan prior to advancing initiatives. |

**Objective 3** Improve the availability of accessible information to SEN and disabled pupils and their parents

|  | <b>Targets</b>  | <b>Strategies</b>   | <b>Timescale</b> | <b>Responsibilities</b>                   | <b>Success Criteria</b>   |
|--|---|---|------------------|---|---|
|  | <p>Make newsletter, general letters and school documentation for parents and carers in alternative formats.</p> <p>School to seek advice for ways in which alternative written formats can be developed</p> | <p>Office staff to magnify newsletters to A3 for visually impaired parents.<br/>Phone communication accessible for discussing content of newsletters stc<br/>Text2Parents available for parents with mobility issues</p> <p>School needs to investigate what the specification for the sound system is in the hall; ie Is a loop system integrated?</p> | Ongoing          | Office Staff<br>HT and all teaching staff | Better communication channels for parents with visual impairments |
|  | Website accessible to wider audience  | Accessibility option on school website  | January 2016     | HT SMT                                    | Information now accessible to other minority parent groups        |
|  |   |   |                  |   |   |