



St. Peter's
Catholic
Primary School

St. Peter's Catholic Primary School

Accessibility Policy and Plan

Date Policy Last Reviewed: 1 September 2023

Signed by:

_____ Headteacher Date: _____

_____ Chair of
Governors Date: _____

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Definition (Equality Act 2010)

‘A person has a disability if he has a physical or mental impairment which has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

Part 1, paragraph 1.1 DDA

Physical impairment includes sensory impairments and also hidden impairments. In the DDA: ‘substantial’ means ‘more than minor or trivial’; ‘long-term’ means has lasted or is likely to last more than 12 months’. The definition is broad and includes a significant number of children, with a wide range of impairments, including learning disabilities, social and communication difficulties, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are included from the point of diagnosis

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

Chair of Governors: Kelly-Anne Kent

Lead Governor for SEND: Marie Gornall

Head Teacher: Cathy Young

SENCo: Lauren Brewster

Key Objective

It is our intention to remove, as far as we can, those barriers which make it difficult for a person who has difficulties with:

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or move everyday objects
- Speech hearing or eyesight
- Memory or ability to learn, concentrate or understanding
- Perceive, risk or physical danger to take part in the day to day life of our school.

St. Peter's is committed to its policy of equal opportunities. We embrace the principles of inclusion, equality and diversity. This access plan was written within this spirit and within the spirit of our mission statement.

Our Mission Statement

With Christ at the heart of all we do we promote a community where every individual is;

Valued and respected,

Listened to and loved,

Proud to belong,

Knowing that we are all unique individuals who show care and consideration and acceptance of others.

We encourage each other to aim high and achieve in a supportive and caring environment whilst creating treasured memories and values which stay with us for life.

We aim to fulfil the words of Jesus:

'A new commandment I give you: Love one another. As I have loved you, so you must love one another.' John 13:34

Process

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed.
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. Parents/ carers.
- 5) The Plan's contents checked.
- 6) Publication of the plan (and included it in the governors' report to parents).
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- Continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children/young people so that we can improve the access for both individuals and groups;
- Work to provide an atmosphere where all children/young people feel safe and valued;
- Promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- Examine those parts of our active and extra-curricular activities which may have limited access for children/young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

AUDIT OF THE CURRICULUM

<u>Statement</u>	<u>Fully</u>	<u>Partial</u>	<u>Not</u>	<u>Plan prompt</u>
Teachers and assistants are trained to teach and support disabled children/young people. Staff are confident about meeting the needs of children/young people with a disability.				Teachers and teaching assistants have had access to training on a range of SEND and needs between 2020-2022. Training on specific disabilities is delivered by agencies who directly support children with specific disabilities and needs whenever a young person with those needs joins the school. The training programme for the academic years 2023-2026 will focus on supporting specific disabilities and conditions.
All school staff and the governors have had access to training on disability equality and inclusion.				<p>The school's Governing Body ensure that the school will comply with all legislation and make all reasonable adjustments necessary. Training is attended as and when necessary and available. They have engaged with SEND training via the Governor Hub.</p> <p>All staff will have SEND Code of Practice updates, etc. which incorporates disability, equality, equity and inclusion. This will need to be frequently updated in response to new staff joining the school.</p>
We take advice to ensure our classrooms are optimally organised and resourced for disabled children young people.				<p>The school take advice from outside agencies and where financially possible, try to take the recommended actions and embed these within the Accessibility Plan. Agencies have included Special School Outreach Service, Service for Children with a Hearing Impairment, Occupational Therapy, etc.</p> <p>All classroom designs and layouts are checked to ensure clear access for all pupils and staff. e.g. VI Team – Those with visual impairments – sitting in a place within the room to maximise visual support.</p>

Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children/young people.				<p>Staff make adaptations to their planning for those pupils who require specific support.</p> <p>Where there are challenges present to enable all children access to an activity due to their disability, teaching staff will seek advice from the SENCo and where necessary, the SENCo will contact outside agencies for support, advice and recommendations. This information will be fed back into the planning.</p>
Lessons are responsive to diversity. Lessons allow children/young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.				The school uses a range of strategies to support all pupils and their particular needs. All pupils with disabilities and SEND are included in all lessons. This should be recorded in the teachers' planning so that support is deployed effectively within each lesson.
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.				<p>The Senior Leadership Team are informed of teaching assistants' areas of specialism and expertise through experience. Where possible, these adults are placed with pupils with these disabilities.</p> <p>Those with significant disabilities have a trusted adult to support them who will be predominately work with the identified pupil in class. Provision is made for support to continue over breaks where necessary. It is stated clearly that all efforts are made towards pupils' independence and their key worker is there to assist where necessary.</p>
Staff recognise and allow for the mental effort/additional time required by some disabled children/young people, e.g. using lip reading, processing time for children/young people on the ASD Spectrum.				For those identified pupils who require processing time, this is recorded in their SEND Support Plan documentation. This additional time can be provided in many ways. Pupils will be given their questions in advance, or pupils will be asked a question, stating their answer will need to be given after the next pupil. These identified pupils will not be pressured to speak in class. This will be used as typical classroom practice for

				the Access Arrangements for taking tests and assessments.
When renewing computer hardware and software, machines and materials are chosen to support children/young people with a disability, e.g. vocalising braille, touch screen, assistive technology.				As funds become available to update the school's IT equipment, new purchases will include touch screen technology. At this time, any specific technology will need to be purchased as and when pupils arrive on roll. This also means funds are not used unnecessarily to purchase equipment when it is not required -
Provision of laptops is considered to aid recording and/or communication.				<p>Where resources and equipment are available, these will be directed towards pupils who require electronic means to communicate their thoughts and ideas, especially where writing is physically challenging and where writing can cause anxiety and distress. Arrangements are put in place so that home learning (completed at home) can be submitted electronically.</p> <p>Due to limited resources, these may be required to be shared and cannot be allocated exclusively to individual pupils.</p>
School visits are subject to a regular review to ensure increased levels of access or alternative experience.				All destinations/ venues are visited by the class teachers prior to the visit. The accessibility for all pupils is taken into account before booking the visit. Where there are inaccessible areas at a venue to children with any disability, a meeting is held with the venue's staff to discuss all alternative provision.
The school links with other schools to share good practice.				<p>The school works in collaboration with the other schools as part of the CMAT.</p> <p>Where possible, the SENCo attends the Educational Psychology Service's Pyramid Planning Meetings to discuss cases anonymously and to share good practice.</p> <p>The SENCo attends all SEND and Inclusion Networks provided each term by the Local Authority. All information is shared within the requirements of GDPR.</p>

Access Arrangements are used when appropriate to support children/young people with accessing tests and assessments.				A range of Access Arrangements are trialled throughout a number of tests over each Key Stage. The most effective, specific Access Arrangements for each pupil identified are recorded on their SEND Support Plan as part of the Assess, Plan, Do Review documents.
The school signpost children, young people and families to further support e.g. Doncaster Parent Voice, ASCETs, Early Help etc.				The school is developing a new SEND Local Offer promotion which is to be accessible for SEND Families. This will signpost families to the key Local Authority services which support those with an experience of a child/ young person who has SEND and/ or disability. This information will be replicated on the school's website.
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.				The SEND Governor meets with the SENCo and the Chair of Governors regularly and is aware of the responsibilities and duties of schools for disability awareness and inclusive practice.

AUDIT OF THE ENVIRONMENT

<u>Statement</u>	<u>Fully</u>	<u>Partial</u>	<u>Not</u>	<u>Plan prompt</u>
The size and layout of areas allow access for all children/young people, including wheelchair users.				Single-storey school with easy access from car park to school building. Internal ramp allows for wheelchair access to all parts of the building. External ramp allows for access onto school playground and field. External ramp allows for emergency evacuation of hall (Fire exit). Disabled toilet and shower accessible from all parts of the building SENCO and Senior leaders receive update training on disability discrimination.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.				The SENCo will bring requests for specific purchases to meet pupils' needs to the attention of the Business Manager and Headteacher.

				The School works to improve access and resources for all pupils on roll at the school and to anticipate the needs of pupils who will join the school in the future.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.				<p>The school uses specific maintenance companies to check all facilities on a regular basis. The School's Business Manager and Site Manager have all documentation securely recorded following each visit.</p> <p>The Business Manager and the school's Site Manager routinely check all equipment and facilities.</p> <p>The school ask that all staff, including cleaners, report any defects immediately to either the Business Manager or Site Manager.</p>
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.				<p>Fire and emergency evacuation drills are held each half term. Identified pupils are given time to talk through their evacuation before the drill. Following a drill, the pupils' responses and any obstacles delaying or preventing the evacuation are noted and work takes place to remove these obstacles.</p> <p>Staff use visual aids to support pupils such as red and green cards as part of the evacuation protocol.</p>
<p>With regards to '<i>Supporting pupils at school with medical conditions (2014)</i>', there a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children/young people taking medication, those with limited toileting training.</p>				<p>All medicines are stored in a locked cupboard / in the office area. If the medicine requires refrigeration, they are stored in a refrigerator in the Meeting Room within the staff kitchen space. Only the designated staff with medicine administration and First Aid training can administer medicines to children and young people. All medicines are stored and administered in line with the school's Medicines Policy. The Medicines' Record must be completed by the family member on the day the medicine is brought into school.</p> <p>Changing facilities have been incorporated within the accessible toilet in the Office Reception area. This is</p>

				within a room, enabling changing to take place with dignity.
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.				<p>Access to the school from the public highway to the paths around the school and the school's car park are in place; provided visitors and the parents/carers of all pupils within school abide by the parking guidelines and markings. The school's car park has two disabled parking bays.</p> <p>School offer car park permits to those children and/or families with disabilities who need them.</p>
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.				Specific reference is made in the school's and the Diocesan Policies for recruitment.
The décor and/or signage is not confusing or disorientating for children/young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for children/young people with VI. Labels and signs are presented pictorially and in written word if needed for people with a disability.				<p>The programme of decoration throughout the school has tried to use warm, muted tones for all walls and soft furnishings. Refurbishment has also seen a reduction in the number of display boards to prevent sensory overload. Class teacher's decorations of classrooms depend greatly on the pupils in their current year group, limiting the amount of visual displays if necessary, to creating a calm atmosphere.</p> <p>Visual timetables are used, such as Widgits and 'now and next' approaches. Strategies such as Social Stories and Comic Strip Conversations are used. Where possible, software programmes are used which generate the picture and the word.</p>

AUDIT OF ACCESSIBLE INFORMATION

<u>Statement</u>	<u>Fully</u>	<u>Partial</u>	<u>Not</u>	<u>Plan prompt</u>
Information is provided in simple language, symbols, large print, on audiotape or in braille for children/ young people and prospective pupils who may have difficulty with forms of printed information.				<p>The school has used Widgits and similar symbols to communicate clearly to pupils who require routine and structure to their day through visual timetables and 'now and next' approaches.</p> <p>Additional work will be necessary to prepare for prospective pupils with visual impairments and other disabilities.</p>
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.				<p>Currently, the school responds to the specific needs of the pupils, presenting information in the format that best suits their needs.</p> <p>Effective strategies are often recommended by outside agencies, such as Educational Psychologists, Pre-School Inclusion Team, etc.</p>
ICT facilities are used to produce written information in different formats as appropriate.				<p>At this time, further development of IT is necessary in order to produce in different formats beyond printing in a larger font.</p> <p>IT is used by class teams to produce bespoke resources to meet individual pupils' needs. Those with visual stress have access to coloured overlays and will have copies of texts produced on coloured paper to support their needs.</p>
<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p> <p>External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational/ physiotherapists, speech and language therapists, school nurses, Health visitors, etc.</p>				<p>At this time, further development of IT is required. IT is used by class teams to produce bespoke resources to meet individual pupils' needs.</p> <p>External agency support from the Local Authority and Doncaster NHS Services has been vital in developing practices by offering advice, support and training. The school has developed very good links with these agencies.</p>

There is an effective process to deal with both complaints and positive suggestions from the parents of children/young people with a disability.				<p>The School's Complaints Policy is in place for any family to raise their concerns.</p> <p>The school uses many ways for families to communicate their feedback to the school, including opportunities at drop off and collection, email and booking appointment slots. SEND Reviews are also an opportunity for families to share their concerns and comments. The SEND Family Coffee Meetings are opportunities for feedback. The yearly questionnaires have been introduced where families of children with SEND can communicate their feedback.</p>
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THE MAIN PRIORITIES IN OUR ACCESS PLAN FOCUS ON:

1. Increasing the extent to which disabled children / young people can participate in the school curriculum.
2. Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
3. Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

See SEND Action Plan for further information.

St Peter's Catholic Primary School will monitor the implementation of the plan and keep under review the access needs of the school.

Next review date: 1 September 2025