

ST. BERNADETTE'S CATHOLIC PRIMARY SCHOOL ACCESSIBILITY PLAN 2019- 2022

MISSION STATEMENT

“At St Bernadette’s Catholic School you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.”

Vision

St Bernadette’s Catholic Primary School has been described as having an ‘excellent atmosphere for learning which permeates the school.’ We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own ‘learning adventure’. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The St. Bernadette’s Catholic Primary School Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

St. Bernadette’s Catholic School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities, ADHD and ASD. We have a small number of pupils and parents who have a hearing impairment. We also currently have a child who has cerebral Palsy.

Purpose of Plan

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make

reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers.

Physical Environment

St Bernadette's Catholic Primary School is a single story building that has been extended over time and as a result there are several access points from outside suitable for disabled/ wheelchair access. Disabled access is available to all areas of the building, however, wide internal doors are not currently fitted in KS2 classrooms. The building also has a dedicated Disabled toilet installed which is fitted with a handrail and an emergency pull cord. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

The Nursery block is open plan and suitable for wheelchair access throughout. There is a step up to the main entrance, however, wheelchair access is available via a ramp. At present there is no disabled toilet in the Nursery block.

Rohan House (The old Caretaker's House) is used for administration purposes and contains a downstairs area for children to use as the school library. Access to the ground floor of the building is suitable for wheelchairs.

All areas have internal emergency signage and escape routes are clearly marked. On-Site car parking for staff and visitors includes a dedicated disabled parking bay. The majority of entrances are either flat or ramped and all have wide doors fitted (with the exception of Rohan House). The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

Curriculum

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 setting groups and 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.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

The Accessibility Plan will be monitored by the Governor Finance and House and Grounds Committee.

Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Aim 1: To improve access to the physical environment of the school.

Outcomes	Provision	Responsibilities	Timescale	Success Criteria
1.1 To improve the physical environment of the school	The school will take account 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, colour schemes and more accessible facilities and fittings	Headteacher SMT Site manager	Ongoing	Needs of pupils, staff and visitors with physical difficulties and sensory impairments will be met where possible
1.2 To be aware of the access needs of disabled pupils, staff governors, parents/ carers and visitors	<p>Create access plans for individual disabled pupils as part of the support plan process when required</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.</p> <p>Consider access needs during recruitment process</p>	<p>SENCO</p> <p>Headteacher</p> <p>Headteacher EYFS staff</p> <p>Headteacher Governors</p>	<p>As required</p> <p>Induction and ongoing</p>	<p>Support plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff, governors and parents feel their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention.</p>

Aim 1: To improve access to the physical environment of the school.

Outcomes	Provision	Responsibilities	Timescale	Success Criteria
1.3 To ensure that the medical needs of all pupils are met fully within the capability of the school.	<p>Parental discussions will take place and liaison with external agencies regarding the pupil's medical needs and how the school can support this.</p> <p>Training needs will be identified and individual protocols will be developed where needed</p>	<p>Headteacher School Nurse Deputy Head Occupational health Other external agencies</p>	Ongoing	Pupil's medical needs will be met where possible.
1.4 To improve signage and access for visually impaired people	<p>Ensure that entrances and exits within the building are clearly marked.</p> <p>Ensure Yellow strips mark step edges.</p>	Site manager	Ongoing	
1.5 To ensure all fire escape routes are suitable for all pupils, staff and visitors	<p>Where applicable put in place Personal Emergency Evacuation Plans (PEEP) for all pupils who may have difficulties</p> <p>All staff to understand their responsibilities in the event of a fire in respect of the school Health and safety policy</p> <p>Make sure all areas of school can have wheelchair access</p> <p>Visual check of Egress routes</p>	<p>SENCO</p> <p>All staff</p> <p>Site manager</p>	<p>As required</p> <p>Annually</p> <p>Weekly</p>	All pupils and staff are safe in the event of a fire.

Aim 1: To improve access to the physical environment of the school.

Outcomes	Provision	Responsibilities	Timescale	Success Criteria
1.6 To ensure disabled parents have the opportunity to be involved in school events	Organise procedures and utilise disabled parking spaces for disabled parents to drop off & collect children. Offer a telephone call to explain letters sent home for some parents who need this. Adopt a more proactive approach to identifying the access requirements of disabled parents	Whole school team	Ongoing and constantly reviewed	Disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.

Aim 2: To increase the extent to which disabled pupils can participate in the school curriculum.

Outcomes	Provision	Responsibilities	Timescale	Success Criteria
2.1 To review all statutory policies to ensure that they reflect inclusive practice and procedure	Governors, Headteacher, SMT and co-ordinators to ensure policies comply with the equality act 2010 when they are due for renewal	Governors Headteacher SMT Co-ordinators	ongoing	All policies will reflect inclusive practice and procedure
2.2 To liaise with parents/ previous Nursery/ school/ providers with regard to new intakes so that pupils who need additional or provision different to the norm can be provided for.	An audit of pupils needs will be undertaken prior to them attending school through discussion with parents/ previous providers in order that appropriate provision can be made.	Headteacher EYFS teacher SENCO	ongoing	Transition for the pupil will be supported through appropriate procedures and resources.
2.3 To ensure all staff are aware of disabled pupils curriculum access.	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with the child	SENCO	As required	All staff are aware of the needs of disabled children
2.4 To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. children with severe asthma, epilepsy or mobility issues.	Central point of contact established for pupils with medical needs in school	Deputy Head Outside agencies	As required	Clear collaborative working approach established

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Outcomes	Provision	Responsibilities	Timescale	Success Criteria
2.5 To ensure full access to the curriculum for all children	Liaison with specialist advisory services/ teachers CPD for staff. <ul style="list-style-type: none"> • A differentiated curriculum to meet the needs to the pupil • The use of P levels to assist in developing learning opportunities for pupils and also in accessing progress in different subjects • A range of support staff including trained teaching assistants in different areas of disability • Use of multimedia to support areas of the curriculum • Use of interactive ICT equipment • Specialist equipment sourced 	SENCo Outreach services Special schools support Educational Psychologist Trained TAs	Ongoing	Advice taken and strategies evident in classroom practice. Children with disabilities supported and accessing the curriculum
2.6 Increase staff confidence in differentiating the curriculum to meet the needs of children with disabilities.	Assign CPD for different disabilities where appropriate. Quality First teaching ASD Dyslexia Speech and Language etc Use of equipment for hearing/ visually impaired children	SENCO	Ongoing and as required	Raised staff confidence in strategies for differentiating the curriculum to support children with disabilities

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Outcomes	Provision	Responsibilities	Timescale	Success Criteria
2.7 Educational visits to be accessible to all.	When planning education visits staff are to ensure that each venue is suitable and accessible to all pupils	EVC All Staff	Ongoing	All pupils in school are able to access all educational all educational visits and take part in a range of activities
2.8 To review attainment of all SEN pupils	Termly progress meetings held Termly Support Plans written and reviewed Regular liaison with parents	SENCO Class teachers Parents	Termly	Progress made towards Support plan targets Tracking of pupils shows clear steps and progress made.
2.9 To monitor attainment of Able, Gifted and Talented Pupils	Policy and list of Able, Gifted and Talented pupils to be reviewed, monitored and updated Able, Gifted and Talented booster groups/ activities to be organised. Progress of Able, Gifted and Talented pupils to be reviewed termly in pupil progress meetings.	Able, Gifted and Talented Co-ordinator Class teachers	ongoing	Able, Gifted and Talented pupils are making proportionate progress.

Aim 2: To increase the extent to which disabled pupils can participate in the school curriculum.

Outcomes	Provision	Responsibilities	Timescale	Success Criteria
<p>2.10 To promote the involvement of disabled students in classroom discussions/ activities</p> <p>To take account of a variety of learning styles when teaching</p>	<p>Within the curriculum the school aims to provide full access to all by providing (where appropriate):</p> <ul style="list-style-type: none"> • Wheelchair access • Magnifiers for Visually impaired children • Radio Microphones for children with hearing impairment • Alternative activities to enable disabled pupils to participate successfully in lessons • positive images of disability within school so that pupils grow into adults who have some understanding of the needs of disabled people • ICT and other resources to support learning 	<p>Whole school approach</p>	<p>Ongoing</p>	<p>A variety of learning styles and multi-sensory activities evident in planning and in classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school</p>

Aim 3: To improve the delivery of written information to disabled pupils and parents.

Outcomes	Provision	Responsibilities	Timescale	Success Criteria
3.1 To review information to parents/ carers to ensure it is accessible	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	All Staff School office ICT manager	During induction Ongoing Ongoing	All parents receive information in a form that they can access.
3.2 Improve the delivery of information in writing so that it is in an appropriate format for staff, pupils and parents with visual disabilities.	Provide suitably enlarged, clear print for staff, pupils and parents with a visual impairment	All staff	As required	Written communication is accessed more readily.
3.3 To develop child friendly Support Plan targets and reviews	Child friendly Support Plan targets and reviews will be developed	SENCO Class teachers	Ongoing	Pupils are able to understand their targets.
3.4 To provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language acquisition	Access to translators, sign language interpreters to be considered and offered if possible. (Use of google translate)	EAL co-ordinator	As required	Pupils and parents feel supported and included.

This policy was created in Sept 2019

Next review date: September 2022