

## **St Martin's Catholic Primary School Accessibility Plan September 2017- July 2020**

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards pupils with physical impairment, under Part 4 of the DDA:

- Not to treat pupils with a physical disability less favourably for a reason related to their disability;
- To make reasonable adjustments for pupils with physical impairments, so that they are not at a substantial disadvantage;
- To plan to increase access to education for pupils with physical impairments.

This plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with physical impairments in the three areas required by the planning duties in the DDA, namely:

- Increasing the extent to which pupils with physical impairments can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which pupils with physical impairments can take advantage of education and associated services;
- Improving the delivery to pupils/parents and carers with physical impairments of information which is provided in writing for pupils/parents and carers who do not have a disability.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised on a regular basis. The school will review and report progress against the plan to parents on an annual basis.

### **The vision and values supporting the purpose of the plan:**

The aims of the school in relation to pupils with Special Educational Needs (SEN) is set out in the Governors' Policy for Special Educational Needs and Disability and states that the school will endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

The Governors' Policy for Special Educational Needs and Disability is equally applicable to pupils with physical impairments as well as pupils with other SEN. The accessibility plan concentrates on areas relating to accessibility as a result of physical impairment.

### **School SEN data and consultation response data**

The self-evaluation audit was carried out in January 2019. At the time of the audit, in our school community we had:

- pupils with an EHCP
- children receiving SEN support
- No Looked After Children
- pupils with English as an additional language (EAL.)
- pupils with disclosed medical issues  
Their physical impairments ranged from asthma, epilepsy, diabetes and allergies.
- members of staff with disclosed medical conditions.

The school has analysed the SEND register, and EAL data as regards exam performance and the findings show that SEN pupils perform at least as well as expected, if not exceed their expected targets at exams while EAL pupils perform slightly below national average.

At present the pupils:

mostly  take part fully in the curriculum

some  participate in extra-curricular activities.

most  are fully involved in enrichment programmes and social interaction

all  go on school trips.

- This Plan has been prepared in consultation with the Acting Executive Head, Bursar, SENCo and the SEND governor.

## **Summary findings**

### **1. Access to the curriculum**

#### **What the school does well:**

School Leaders are addressing the following through regular Pupil Progress Meetings, which include the SENCo:

- Raising teaching staff's expectations on all pupils.
- Providing opportunities for all pupils to achieve.
- Ensuring that learning is accessible for all.
- Using weekly assemblies to reinforce messages on equality and inclusion.
- Encouraging and modelling an inclusive and supportive ethos throughout the school community.

#### **Actions required by the school to maintain and improve access to the curriculum:**

SEND policy will follow the new Code of Practice and will be published on the school website and reviewed annually.

Staff will attend Disability Awareness/SEND specific training when available and if appropriate to the pupils.

Staff and governors will receive training in the SEND Code of Practice and its implementation.

### **2. Access to information**

#### **What the school does well:**

The staff work with the guidance of the sensory consortium in ensuring that provision and equipment is appropriate. The SenCo ensures that any adjustments required for statutory testing materials are put in place.

#### **Actions required by the school to improve access to information:**

The school will ensure that the guidance on clear print will be regularly brought to the attention of all staff including office staff so that it can be used as appropriate.

### **3. Access to the physical environment**

#### **What the school does well:**

The school is built on one level with access to teaching and other areas of the school being generally good.

Ramps or level access are in place to classrooms and there is flexibility in allocating classrooms so that any access needs could be met.

#### **Actions required by the school to improve access to the physical environment:**

A programme of decorating will address the need for kerbs, nosings etc to be highlighted.

A programme of decorating will address the need for tonal and colour contrast to distinguish boundaries of floors, walls, doors, ceilings and entrances.

A bell and signs will be added to the Reception Area for wheelchair users to access.

The (Rainbow) Emergency Evacuation Plan needs revising to include plans for evacuating people with mobility issues.

Annual surveys to parents, carers and staff will identify if there is a need for induction loop systems, tactile signage etc.

### Accessibility summary of actions

	Area of concern	Issue raised by	Proposed action	Responsible person	Cost	Time-scale
	<b>Access to the curriculum.</b>					
	Communication to stakeholders	Website audit 2018	New SEND policy (in line with new Code of Practice) published on new school website.	SEN governor /SENCo	Nil	Feb 2019
	Access to computer technology	Provision audit 2019	Ensure any modified equipment is on an ICT purchasing plan.	SENCO Bursar	As per plan	On-going
	Specific SEND Training SENCO Standards	Skills audit November 2018	Programme of appropriate training in place for staff working with particular pupils. SENCO to undertake SENCo accreditation	SENCo	£3000	July 2019
	Feedback to parents	Website audit 2018	Annual survey will be done to evaluate any requirements for pupils and parents in accessing the curriculum.	SEN Gov /SENCo	Nil	June 2019
	<b>Access to information.</b>					
	RNIB clear print guidelines used	Provision audit 2019	School to bring Print Guidelines to the attention of all staff including office staff so these can be used as required.	Acting Executive Headteacher SENCO	Nil	On-going
	Feedback to parents	Website audit 2018	Annual survey will be done to evaluate any requirements for pupils and parents in accessing information.	SEN Gov /SENCo	Nil	June 2019
	<b>Access to the physical environment.</b>					
	Regular review of provision with Premises Plan	Review of governance 2018	Complete Premises Plan and put in place review and action schedule	Acting executive Headteacher/ Bursar	Nil	March 2019
	Independent access to entrance of school by wheelchair users	Audit May 2015	A bell and a sign for main doors at Reception to be included on premises plan.	Bursar/ Caretaker	£30	June 2019

	<b>Area of concern</b>	<b>Issue raised by</b>	<b>Proposed action</b>	<b>Responsible person</b>	<b>Cost</b>	<b>Time-scale</b>
	Emergency Evacuation Plans	Audit May 2015	The Rainbow Plan needs updating to include evacuation of disabled pupils, staff, visitors & community users.	Acting Executive Headteacher/ Bursar	Nil	April 2019
	Tonal and colour contrast to distinguish boundaries of floors, walls, doors and ceilings.	Audit May 2015	To form part of new Premises plan.	Bursar/ Caretaker	As per plan	On-going
	Tonal and colour contrast to distinguish entrances and step nosings	Audit May 2015	To form part of new Premises plan.	Bursar/ Caretaker	As per plan	On-going
	First Aid facilities	DfE Guidance	Now available in Disabled toilet/changing area.	Acting executive Headteacher Bursar	Nil	January 19
	Overall improvements for access to the physical environment.	Provision audit 2019	Annual survey will be done to evaluate any requirements for staff, pupils and parents in accessing the physical environment.	Acting Executive Headteacher/ Senco	Nil	June 2019

**Date of approval of Accessibility Plan – February 2019**

**Signed:**

**Date of next review – Survey June 2019 and review of plan completed and approved by Governing Body by January 2020**