

St. Thomas of Canterbury Catholic Primary School

Accessibility Plan 2018-2020

*'We learn, love, respect and accept our responsibilities
through our faith in Jesus Christ'*

1. Introduction

The Equality Act 2010 (EA 2010) sets out a single Public Sector Equality Duty (PSED) and the Special Educational Needs and Disability Act 2001 (SENDA) sets out other duties to ensure equality of access to education to all 'protected characteristics' (as defined in the EA 2010) including those with disabilities.

The Governing Body has three key duties towards disabled pupils:-

- 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

The SENDA was updated in 2005 and provides a revised statutory framework for inclusion. It strengthens the right of children with SEN and disabilities to be educated in mainstream schools and for schools to make reasonable adjustments to ensure children with these needs are not disadvantaged.

Our Accessibility Plan is an inevitable consequence of our mission statement and its vision of the presence of Christ in ourselves and in others.

The Plan is specifically intended to provide strategically for :-

- increasing the extent to which disabled pupils can participate in the school Primary Curriculum and non-curriculum activities.
- improving the physical 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 written information which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of views expressed by the pupils or parents/carers about their preferred means of communication.

It is a requirement that the Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of Action Targets showing how the school will address the priorities identified within the Plan.

2. The purpose and direction of the Accessibility Plan : Vision and Values

The School is a learning community where pupils and staff alike are supported and challenged to achieve their full potential. We aim to ensure that every pupil succeeds by providing an inclusive education within a culture of high expectations, and by giving every learner the confidence to succeed. Every pupil is made welcome irrespective of ‘characteristic‘ (see Equality Act 2010 Chapter 5 for definition).

Therefore, the School aims are to:-

- set suitable learning challenges
- respond to the diverse needs of pupils
- overcome potential barriers to learning with assessment for individuals and groups of pupils

All staff are aware that they have a duty to:-

- promote equality of opportunity between disabled and non-disabled people
- eliminate discrimination that is unlawful under the EA 2010 and the SENDA 2001(as amended)
- eliminate harassment of disabled people that is related to their impairments
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take into account the impairment of a disabled person, even where that involves treating that person more favourably than others

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). This Accessibility Plan will be a key element in implementing the duties under the Act and SENDA 2001. This will involve disabled pupils, staff, parents/carers and members of the community in its development. The School has produce Action Targets (see below) identifying the steps needed to ensure that Equality, as defined by the two Acts, is implemented effectively.

The School has set the following priorities for the development of the vision and values that inform the Plan:-

- continue to audit existing provision
- identify areas of disability for which full provision has not been made
- implement staff training to meet identified needs
- cost/plan for changes to the physical environment to meet identified needs
- enable relevant adaptations to the curriculum
- enable further development of pupil understanding of disability
- further develop strategies aimed at anticipating/preparing for pupils with disabilities

3. Information from pupil data and school audit

The School uses the broad definition of ‘disability’ as a person who has a physical/mental impairment that has a substantial and long term adverse effect on his or her ability to carry out day to day activities. This includes any pupils whose condition is currently stabilised by medication or a physical support, except for those who wear glasses.

NOTE: Physical impairments no longer automatically entitle a pupil to SEN support, so some minor impairments are not included if these do not impact on learning.

The School provides effectively for these pupils:-

- we have well trained teachers and support staff supporting autism, developmental delays, speech and language difficulties, and moderate learning difficulties. This is a strength within the school.
- a creative and skills based approach to the curriculum which encourages adaptability to meet all the needs of pupils and maximises their access to the whole life of the school
- the physical character of the school buildings with classrooms and halls on different levels poses problems for the less mobile and wheelchair bound. Access is available to all parts of the school externally but not so internally. Adaptations have been made to parts of the school to facilitate access but there is little more that we can do given the layout of the school.
- effective interagency links enable forward planning for pre-school disabled pupils. Pupils with special needs make good progress as measured by statutory tests and teacher assessments.

The School needs to anticipate further potential pupil needs focusing on:-

- the visual and hearing impaired
- the broad range of common medical conditions
- developing the physical environment of the school, staff knowledge and understanding, and skills
- further development of the potential of IT to support learning and access in general

The School has set the following priorities for the development of information and data to support the Accessibility Plan:-

- continue to track and monitor the progress of individuals and groups of pupils with disabilities
- use this information to direct the deployment of support staff and resources
- use this information to support initiatives to meet the ‘Every Child Matters’ agenda, and prepare pupils for the wider community

4. Views of those consulted during the development of the Plan

The views and aspirations of disabled pupils and parents/carers are sought through regular review, termly meetings with parents and other less formal meetings. In addition, the priorities of the local authority and local voluntary organisations are sought through regular sharing of information and consultation, as appropriate.

The School has set the following priorities in respect of consultation on the plan:-

- to extend the pupil voice - seek the views of the School Council
- to ensure that the School Council is representative of all pupils

5. The main priorities of the Accessibility Plan

(a) Increasing the extent to which disabled pupils can participate in the school curriculum

The School has established skills in developing and adapting the whole school curriculum to meet the needs of a range of disabilities by providing challenge and support which has enabled pupils to make good progress. The school aims to build on these experiences in a systematic way to establish a sustainable framework which can be used to meet the needs of future pupils with disability.

This will involve :-

- a review of the whole school curriculum which will identify a range of opportunities for all pupils
- incorporating high expectations
- developing learning support skills
- developing appropriate groupings and use of peer support

The main focus will include :-

- developing and modifying the effective use of numeracy and literary strategies to provide differentiated tasks matched to the whole curriculum and the needs of pupils
- implementing the Primary Curriculum to develop learning opportunities through a creative and skills based approach across a number of subjects
- continuing to maximise the use of IT as a support tool

Expertise will be drawn from :-

- subject leaders
- speech and language therapists
- visually impaired

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(a) Increasing the extent to which disabled pupils can participate in the school curriculum - *continued*

- autistic outreach
- educational psychologist
- other schools/networks
- SENCO

Developments will be shared with all staff and implementation will be enabled by the school's flexible approach to initiative. Disabled pupils will have access to the extended school day, each opportunity/activity being assessed and access enabled wherever possible, in consultation with staff, parents/carers and pupils

The School has set the following overall priorities for increasing curriculum access:-

- differentiation of Curriculum to enable access to knowledge and skills plus reinforcement of basic skills specific to pupil needs
- development of staff skills and expertise through training and collaboration
- developing practical support through IT

(b) Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services

The physical environment is not conducive to wheelchair access within the school. We have had several pupils with severe physical problems but, despite the layout of the interior of the school, we have provided full opportunities for access to the curriculum and other school activities. In consultation with pupils, staff and parents/carers developments to the physical environment, though limited in scope, will include consideration of :-

- improvements to the layout of the playground to provide a more stimulating, quiet and protected area from 'normal' play areas
- improvements to lighting, signage, colour contrast and the acoustic environment

Funding for these improvements to the physical environment will come from a variety of sources:-

- Devolved Formula Capital (DFC) Grants
- Locally Co-ordinated Voluntary Aided Programme (LCVAP) Grants - subject to approval by the Archdiocese of Westminster
- Delegated funding through the School Budget Share can be used to undertake/purchase small items of building work and equipment
- Other specific Grants i.e. Lottery Grants, Sports Grants and Local Authority Grants

All new projects are assessed and developed with disability in mind.

The school has set the following priorities for physical improvements to increase access:-

- provision for the visual and hearing impaired on entry and throughout the school including the playground
- following an inspection to identify, where practical, improvements to sections of the buildings.

(c) Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled will include:-

- ensuring that homework, timetables, policies etc. are made available in other forms e.g. Braille, large print, simplified language, audio tape, if required

The specific needs of disabled pupils and their families will be taken into consideration and future needs will be anticipated, thus enabling a range of formats to be produced. Relevant support services will be accessed for specialised formats.

The school has set the following priorities for providing information for disabled pupils:-

- continue to develop staff skills in the use of sign language – training planned for autumn 2016
- the use of IT to produce audio and visual representation of day to day information

6. Management, co-ordination and implementation

The Plan will be implemented by the Head Teacher, SENCO and SEN Governor. The Governing Body will monitor and evaluate its implementation. Evaluation will take into account EA and SENDA legislation, the School Improvement Plan and other policy priorities. It will be co-ordinated with the Local Authority's accessibility strategy and Health Agencies recommendations, particularly in respect of meeting the social and health needs of disabled pupils in school.

In order to be responsive to the unexpected arrival of disabled pupils and staff, the Plan will be reviewed annually. A full review will take place every three years.

The School has set the following priorities for the management, co-ordination and implementation of the Accessibility Plan:-

- development of skills/knowledge of the personnel involved
- review the implementation of equality measures for disabled pupils

7. Publishing information about arrangements for disabled pupils

The School will make the Accessibility Plan available in the following ways:-

- available in paper or electronic format
- available on the School's website

The School has the following priorities for making the Plan available:-

- adapting the Plan so that it is easy to read and understand
- uploading the Plan to the School's website

ACTION TARGETS - 1

Strand 1	Timeframe	Targets	Key Personnel	Outcome	Review	Budget
Curriculum	2018/19/20	Accessibility Audit Questionnaires	Senior Management Team	Whole school review including pupils and parents/carers		
	Each year	Inset awareness training	Senior Management Team	Disability and accessibility issues	See files for particular pupils	
	Each Term	Review existing plans based on Inclusion Register	Senior Management Team (incl. SENCO)		Termly	
	On-going	Curriculum audit including extra - curricular activities, off- site visits (identifying barriers to access. e.g. P.E., music, drama, IT)	Senior Management Team, Teachers, Support Staff	Potential barriers to curriculum access adapted	As required	

ACTION TARGETS - 2

Strand 2	Timeframe	Targets	Key Personnel	Outcome	Review	Budget
<p>Access to the physical environment</p>	<p>2018/19/20</p>	<p>Accessibility Access Audit completed</p>	<p>Senior Management Team and H & S Governor</p>	<p>Audit used to set priorities for improvements</p>	<p>Annual</p>	<p>Revenue or Capital Grants for major schemes</p>
	<p>Each Half Term</p>	<p>Half Termly Health and Safety Inspections</p>	<p>Senior Management Team and H & S Governor</p>	<p>Awareness of needs for adaptation for pupils and staff</p>	<p>Half Termly</p>	
	<p>As required</p>	<p>Review procedures for external agencies using school premises</p>	<p>Senior Management Team and H & S Governor</p>	<p>Awareness of needs for adaptation</p>	<p>As required</p>	

ACTION TARGETS - 3

Strand 3	Timeframe	Targets	Key Personnel	Outcome	Review	Budget
Communication	Each Year	Regularly review Prospectus and Web Site to include arrangements for disabled pupils and adults	Senior Management Team and H & S Governor	Up to date information regarding access for prospective parents and new staff	Annual	
	Each Term	Head Teacher's Termly report to Governing Body	Head Teacher	Governing Body aware of needs	Termly	
	Each Term	Liaison with parents/carers	Class Teachers and Support Staff	Clear communication regarding needs of individual pupils	Termly	