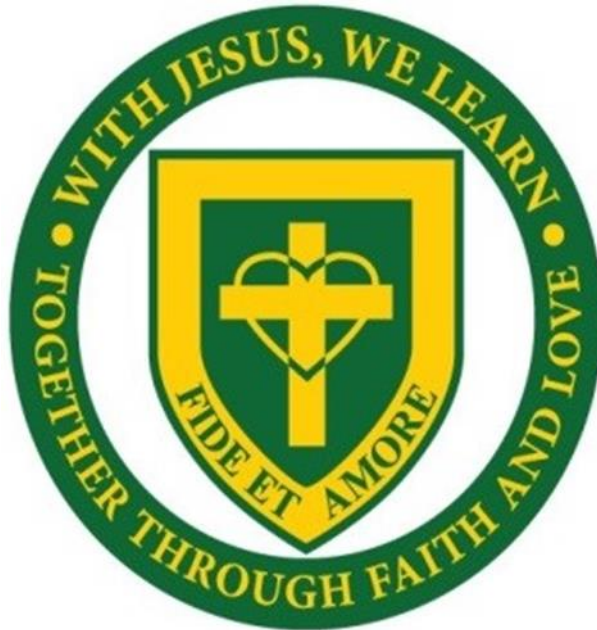


# Accessibility Plan 2019 to 2022



## St. Mary's Catholic Primary School

**Approved by:** Governing Body

**Date:** September 2019

**Last reviewed on:** September 2019

**Next review due by:** September 2022

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

St. Mary's Catholic Primary School values the individuality of all pupils; we are committed to giving pupils an equal opportunity to achieve the highest standard of education and have access to the full curriculum. We intend to provide education that meets the specific needs of all individuals and groups of pupils, with the aim to eliminate discrimination.

This plan will be made available, online, on our school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We work closely with the Hillingdon Local Authority, including the LA Inclusion Team and Hearing/Vision Teams, to develop and implement this plan and to ensure that 'reasonable adjustments' are made for pupils with a disability.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>We work closely with the Local Authority, NHS Team and outside agencies to plan/implement 'reasonable adjustments' that ensure curriculum access for all.</p> <p>Key texts/stories and curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To ensure appropriate adult support for children with disabilities.</p> <p>To train all relevant staff so they are able to use Signalong to assist those with communication difficulties.</p> <p>To train all relevant staff so they are able to use PECS to develop early expressive communication skills using pictures.</p> <p>To ensure pupils with a disability have access to resources they need (to access the full curriculum).</p>	<p>Evaluate the deployment of TAs termly to ensure any children with disabilities are given appropriate support.</p> <p>Initial whole staff Signalong Twilight training.</p> <p>Monitoring and follow-up session.</p> <p>School SALT to lead PECS training with key staff and to offer ongoing classroom support.</p> <p>Evaluate the deployment of resources termly to ensure appropriate support. Review the use of resources according to advice from NHS</p>	<p>SMT</p> <p>SENDCo to arrange sessions with Nikki Duhig (trainer)</p> <p>SENDCo and school SALT</p> <p>SENDCo (alongside other professionals)</p>	<p>PPMs at the end of each term</p> <p>5<sup>th</sup> Nov 2019</p> <p>Jan 2020</p> <p>From Aut Term 2019</p> <p>Every term</p>	<p>Staff are deployed effectively enabling increased pupil participation.</p> <p>All relevant staff are able to use Signalong signs to assist those with communication needs.</p> <p>Staff are confidently using the system to develop the communication skills of relevant pupils.</p> <p>Resources are deployed effectively enabling increased pupil participation.</p>

		<p>professionals and outside agencies.</p> <p>To release TAs and teachers so they can shadow the work of NHS professionals and plan appropriate targets and support.</p> <p>To work closely with the LA Inclusion Team to plan and implement appropriate support across the school.</p> <p>To develop links with local SEN schools taking advantage of Outreach offers.</p> <p>To complete our IQM reassessment with the aim of developing inclusive practice including the involvement of pupils with a disability.</p> <p>To ensure that the progress of all pupils is tracked including those working significantly below the expected standard of a particular year group.</p> <p>To ensure that pupils</p>	<p>TAs to be released for all SALT and OT sessions (teachers termly).</p> <p>Referrals to be made as appropriate. Ongoing monitoring, training and support as a part of the LA Inclusion Commitment.</p> <p>Staff to take advantage of external training offer from Hillingdon Manor SEN school. Follow-up Outreach in school.</p> <p>Completion of the Inclusion Quality Mark (IQM) reassessment paperwork.</p> <p>Use of EYs Development Journal for pupils working significantly below the expected standard. Use of SWST, SWRT and Number Screening tests to measure small steps of progress.</p> <p>Trips are planned that</p>	<p>SENDCo to arrange</p> <p>SENDCo to make referrals as appropriate</p> <p>SENDCo to liaise with HM Headteacher</p> <p>SENDCo</p> <p>SENDCo to liaise with staff SMT to monitor termly as a part of Pupil Progress Meetings</p> <p>SMT – staff</p>	<p>Every term</p> <p>Ongoing</p> <p>Termly training offer and support</p> <p>Reassessment July 2020</p> <p>From Autumn 2019</p> <p>From Autumn</p>	<p>Teachers/TAs are setting termly targets and providing appropriate support (based on advice).</p> <p>Pupils are appropriately supported.</p> <p>Staff have a good knowledge of how to implement effective support.</p> <p>We have been awarded the IQM award for another 3 years.</p> <p>The progress of all pupils is tracked and results used to help plan targets and appropriate support.</p> <p>All pupils with</p>
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		with disabilities are able to access curriculum based trips.	enable all pupils to participate. Any measures that need to be taken are identified in risk assessments.	training	2019	disabilities are included in curriculum trips and visits.
Improve and maintain access to the physical environment <b><i>(please also refer to our Accessibility Audit)</i></b>	Our school environment is adapted to the needs of pupils as required. This includes: -Ramps have been put in place at all raised entrances with steps (our school is single-storey). -We have two disabled toilets with changing facilities (Early Years Centre and Main School). -Our Nursery toilet area also has a cubicle with hand rails and a step. -Library shelves at wheelchair-accessible height. -All classroom doors are wide enough to allow wheelchair access. They are either accessible on flat ground or via a ramp.	To improve signage highlighting the disabled parking bay in the staff car park.  To improve signage highlighting the location of the disabled toilets.  To improve the visibility of interactive whiteboard screens for children with vision impairment or visual stress.	To purchase a new sign that clearly highlights the disabled parking bay in the staff car park.  To purchase/make new signs that clearly sign-post the disabled toilets that we have in school.  For teachers to use pastel coloured slides on their interactive whiteboards to help reduce visual stress.  Purchase new laptops to be connected to the screens via HDMI.  Evaluate the deployment of TAs to ensure pupils with disabilities are given appropriate support. This includes coming into school, help feeding at lunch times and support accessing the physical environment at breaks.	SMT  SMT  SMT  SMT to evaluate termly as a part of Pupil Progress Meetings	Autumn Term 2019  Autumn Term 2019  Autumn Term 2019  New laptops: January 2020  From Autumn Term 2019	The disabled parking bay is clearly visible from the staff car park entrance.  There are clear signs showing the location of the disabled toilets.  The visibility of the screens has been improved (reduction in visual stress).  All pupils are able to access the physical environment throughout the school day.

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>-Internal signage (toilets, classrooms etc. using pictures and signs).</li> <li>-Classroom visuals including the labelling of resources (pictures, symbols and words).</li> <li>-Large print resources (including texts, worksheets and test papers).</li> <li>-FM radio aids.</li> </ul>	<p>To ensure that all classes are using appropriate labels (including pictures, symbols and photos), visuals (including Visual Timetables) and other resources including now and next boards.</p> <p>To ensure that all class teachers are using appropriate resources to support pupils with disabilities including modified texts/worksheets.</p> <p>To ensure appropriate testing access arrangements for pupils with a disability (including SATs arrangements).</p> <p>To work closely with the LA Hearing Impairment and Vision Impairment Teams to ensure appropriate support.</p>	<p>Monitoring of visuals as a part of termly SMT monitoring (classroom and then whole school).</p> <p>This will be followed up with feedback to classteachers.</p> <p>Learning Walks and classroom observations, every term, as a part of the whole school Monitoring Schedule.</p> <p>Modified test materials to be ordered as appropriate.</p> <p>Termly visits including lesson observations. Class teachers will be released to agree targets and to plan appropriate support to improve the delivery of information.</p>	<p>SMT</p> <p>SMT</p> <p>Assessment Lead</p> <p>SENDCo to arrange visits and co-ordinate release</p>	<p>30<sup>th</sup> Sept 2019 (then termly)</p> <p>Every term (please refer to Monitoring Schedule).</p> <p>By February 2020</p> <p>Termly visits - ongoing</p>	<p>Improved accessibility of school resources.</p> <p>Pupils with disabilities have access to modified resources (as appropriate)</p> <p>Pupils with disabilities are able to access end of year tests as appropriate.</p> <p>Pupils with hearing and vision impairments have improved delivery of information.</p>
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## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body and Headteacher (Miss Ann Shevlin).

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Inclusion Policy
- Accessibility Audit

