ST EDWARD'S CATHOLIC PRIMARY SCHOOL

Accessibility Policy

Head Teacher: Mrs S Wakefield

School Mission Statement

Achieve in God's Love.
St Edward's is at the heart of a community rooted in its core values. Our children, by their actions, grow in the image of God

Written: April 2018
Review: April 2019
At St. Edward’s Catholic Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aim to develop, in a safe and caring, Catholic, family environment, the full potential of every child.

The school has a duty to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act 1995 (DDA) and have been replicated in the Equality Act 2010. This Accessibility Plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

We are committed to providing a fully accessible environment which values and includes all pupils, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

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

**Increasing the extent to which disabled pupils can participate in the school curriculum**

The school Special Educational Needs & Disability (SEN&D) Policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and a wide range of services the SENCo manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The Pastoral Support Advisor provides additional support for pupils and supports staff in implementing strategies for improving pupils’ behaviour and access to learning.

The school works closely with specialist services including:
- Local Inclusion Forum Team (LIFT)
- Specialist Teachers (STLS)
- NHS Occupational Therapists and physiotherapists
- NHS Speech and Language Therapy

In addition the school buys into traded Speech and Language Therapy, Educational Psychology Services and Project Salus, to meet the needs of the children.
Improving access to the physical environment of the school
This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

Improving the delivery of information to disabled persons
Staff make use of translation services to convert written information in to alternative formats where needed.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by St. Edward’s School.

It is a requirement that the school’s Accessibility Plan is resourced, implemented and reviewed and revised as necessary. The attached action plan shows how the school will address priorities identified in the plan.

The plan incorporates the school’s intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, staff and governors and covers the period April 2018 to April 2019.
# St Edward’s Catholic Primary School
## Accessibility Plan, April 2018 - 2019

## 1. Increasing the extent to which disabled pupils can participate in the school curriculum

<table>
<thead>
<tr>
<th>Priority</th>
<th>Lead People</th>
<th>Strategy/Action</th>
<th>Resources</th>
<th>Time</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for teachers on differentiating the curriculum and effective communication with parents</td>
<td>SENCo HT</td>
<td>Staff training and meetings with parents of SEN pupils arranged</td>
<td>Training time TA Time allocated</td>
<td>In place &amp; ongoing</td>
<td>Increased access to the curriculum Needs of all learners met Parents fully informed</td>
</tr>
<tr>
<td>Training for staff on increasing access to the curriculum for disabled pupils</td>
<td>SENCo HT</td>
<td>On-going training on Attachment, Speech &amp; language, Makaton sign language.</td>
<td>Training time TA Time allocated</td>
<td>In place &amp; ongoing</td>
<td>Increased access to the curriculum Needs of all learners met</td>
</tr>
<tr>
<td>Appropriate use of specialised equipment to benefit individual pupils and staff</td>
<td>SENCo HT</td>
<td>Laptops with Clicker 6/Communication in Print Sloping boards &amp; copy holders for pupils with fatigue problems or physical disability Coloured overlays and/or paper and the use of coloured backgrounds on interactive whiteboards for pupils with visual difficulty Specially shaped pencils and pens for pupils with grip difficulty Move &amp; sit cushions, fidget toys and sensory areas for pupils with sensory needs Ear defenders offered for children with sound sensitivity Staff trained as appropriate.</td>
<td>Specialist equipment as listed</td>
<td>In place &amp; ongoing</td>
<td>Increased access to the curriculum Needs of all learners met</td>
</tr>
</tbody>
</table>
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

<table>
<thead>
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<td>Appropriate uses of colour schemes for internal/external decoration to benefit pupils with visual impairments</td>
<td>SENCo HT</td>
<td>Follow advice on contrasting colours &amp; re-decorate as necessary. To review and update following discussions with advisers, parents and pupils</td>
<td>Cost of redecoration Build in to maintenance plan</td>
<td>In place &amp; reviewed as needed</td>
<td>Physical accessibility of school increased Areas maintained on a regular basis.</td>
</tr>
<tr>
<td>Provision of wheelchair accessible toilets with changing facilities</td>
<td>SENCo HT</td>
<td>Maintain care suite with wheelchair accessible toilet &amp; electronic hoist/changing table. Maintain disabled toilet facilities in reception area</td>
<td>LCVAP grant for conversion of care suite</td>
<td>In place and ongoing</td>
<td>Physical accessibility of school increased wheelchair accessible toilet and changing facilities available Disabled toilet facilities in two areas</td>
</tr>
<tr>
<td>Access into school and one classroom to be fully compliant</td>
<td>SENCo HT</td>
<td>Designated disabled parking Automatic doors fitted to classroom regularly maintained Clear route through school for disabled people, allowing access to all areas</td>
<td>Cost of maintaining automatic door</td>
<td>In place and ongoing</td>
<td>Physical accessibility of school increased One classroom fully accessible</td>
</tr>
<tr>
<td>Improve independent access within school</td>
<td>SENCo HT</td>
<td>Ramps at two entrances to ensure access to all parts of the building</td>
<td>Cost of external ramp adjacent to library</td>
<td>Complete by September 2014</td>
<td>Physical accessibility of school increased Disabled people have independent access to all parts of the school</td>
</tr>
<tr>
<td>Maintain safe access</td>
<td>HT</td>
<td>Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance</td>
<td>Cost included in grounds maintenance</td>
<td>Ongoing liaison HT / caretaker</td>
<td>Disabled people able to move unhindered along exterior pathways.</td>
</tr>
</tbody>
</table>
### 3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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<td>Availability of written material in alternative formats</td>
<td>SENCo</td>
<td>Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect. Dedicated area on school website</td>
<td>Contact details &amp; costs of translation/adaption</td>
<td>In place &amp; ongoing</td>
<td>Information to disabled pupils/parents as appropriate Written information available in alternative formats Take-up of information leaflets by parents Dedicated ‘Latest News’ section available on website</td>
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</tbody>
</table>