



St. Bede's Catholic Primary School & Nursery



Accessibility Plan 2017~2018

St. Bede's Catholic Primary School Accessibility Plan – 2017 to 2018

The Accessibility Plan was reviewed and adopted by Governors at the Teaching & Learning Committee on January 2018 and was ratified at Governing Body on 2018.

This Plan is due for review in Autumn 2018.

- 1.** Vision Statement
- 2.** Aims and Objectives
- 3.** Current good practice
 - Physical Environment
 - Curriculum
 - Information
- 4.** Access Audit
- 5.** Management, coordination and implementation
- 6.** Action Plan

1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a Committee of the Governing Body, an individual or the Head Teacher at St. Bede’s Catholic Primary School & Nursery.

The Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors’ Committee. The current Plan will be appended to this document.

At St. Bede’s Catholic Primary School & Nursery 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.

- 1) The St. Bede’s Catholic Primary School & Nursery Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to inform 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.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) St. Bede’s Catholic Primary School & Nursery 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.
- 4) The St. Bede’s Catholic Primary School & Nursery 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 school visits – it also covers the provision of specialist or **auxiliary aids, computing 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;
- 5) The St. Bede’s Catholic Primary School & Nursery Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 - 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 - 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Asset Management Plan
 - Behaviour Management Policy
 - Curriculum Policy
 - Critical Incident Support Plan
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Equality Plan
 - School Prospectus
 - School Improvement Plan
 - Special Educational Needs Policy
 - Staff Development Policy
 - 8) 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.
 - 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Governor Committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
 - 10) The Accessibility Plan will be published on the school website.
 - 11) The Accessibility Plan will be monitored through the Governor Teaching, Learning & General Purposes Committee
 - 12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
 - 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives - Our Aims are:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- To improve the delivery of information to disabled pupils and parents.

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability and/or health condition in early communications with new parents and carers. In conjunction with letters home about trips and events we will in future ask about access requirements (for pupils, parents/carers and others) and will address these needs in planning for such activities.

Physical Environment

At St. Bede's we have full wheelchair access to all areas of the school site. Disabled pupils participate in extra-curricular activities. Our Early Years outside environment has bright padded protectors around metal posts to increase visibility for visually impaired pupils and to stop them harming themselves if they were to bump into the posts. Where there are particular challenges present an Individual Access Plan (IAP)/Care Plan is implemented. A meeting is held with parents, class teacher, SENDco and any outside agencies supporting the child contributing to the IAP.

Curriculum

The school curriculum is adapted to meet children's individual needs. Lessons and activities are differentiated to provide children with access to learning at their appropriately challenging level. All provision, planning, teaching and learning is monitored as detailed in the school's monitoring, SEND and performance management policies.

Personal Emergency Evacuation Plan (PEEP)

- 1) Where pupils and staff have short term disabilities e.g. broken limbs, hearing loss an individual PEEP will be completed and will be shared with all relevant parties. This may include details of:
 - physical/electronic aids requiring adjustments to communication systems
 - measures to ensure maximum participation in all aspects of school life including curricular and extra-curricular activities, after school clubs and educational visits
 - personalised timetabling - additional time allowed for the completion of tasks
 - class positions/school routes
 - staff training
 - fire drill procedures (1:1 guide).
- 2) Actions on the PEEP will be implemented within an agreed timescale and this will be passed onto future teachers of the child/parent concerned for regular review alongside the child's provision map.

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.

4. Access Audit

The school is a one storey building with wide corridors and several access points from outside. All areas have wide door access and the hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitor includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby, this being fully accessible to wheelchair users. There are disabled toilet facilities available in all school buildings, one in Nursery, one in the KS1 building and one outside the Reception Area in the KS2 corridor. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

6. Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

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.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Nursery providers to review potential intake for Sept 18	To identify pupils who may need additional or different support from standard provision for Sept 17 Intake	Sept 2018	HT EYFS teacher	Procedures/equipment / ideas set in place by Sept 2018.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2017/18	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To develop ever closer liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout 2017/18.	HT All Teachers SENDco. Lead Teacher for Parent Partnership	Clear collaborative working approach
	To develop closer liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 2017/18.	HT SENDco Class Teachers TAs School Nurse Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	<ul style="list-style-type: none"> • A differentiated curriculum where reasonable adjustments are made •A range of support staff including trained teaching assistants •Multimedia activities to support most curriculum areas; Use of interactive computing equipment/ipads.	Ongoing	Teachers SENDco TAs	Advice taken and strategies evident in observations and pupil progress.

		Individualized specific equipment sourced from SERC and other outside agencies.			
--	--	---	--	--	--

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To closely review attainment of all SEN pupils.	SENDco/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENDco	Progress made towards pupil passport targets Provision mapping shows clear steps and progress made
	To monitor attainment of Able, Gifted & Talented (G&T) pupils	Policy and Able &G&T list to be updated Able & G&T booster groups/activities Monitor Able & G&T list	Ongoing Annually	Able & G&T coordinator Class teachers	Able & G&T children making proportionate progress. Achieving above average results

	<p>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 aspects of the curriculum by providing (where appropriate) -</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Makaton/PECS training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	<p>Whole school approach</p> <p>Expertise from outside agencies</p>	<p>Variety of learning styles and multisensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	<p>Senior Leadership Team (SLT), core curriculum coordinators</p> <p>Governors</p>	All children making good progress.

	To deliver findings to the Governing Body	Teaching, Learning & General Purposes Governor meetings	Annually Termly SEND Governor/ SENDco. meetings	SENDco SEND Governor	Governors fully informed about SEND provision and progress
--	---	---	--	--------------------------------	--

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school	The school will take account of the needs 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, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.

<p>Ensuring all with a disability are able to be involved.</p>	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of the pupil passport process. • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/ carers' access needs and ensure they are accommodated as necessary For parents and carers of children already at the school, we collect information on medical needs including disability as part of an update of information that we already hold on record for children. Furthermore, in conjunction with letters home about trips and events we will in future ask about access requirements (for pupils, parents/carers and others) and will address these needs in planning for such activities. 	<p>With immediate effect, to be constantly reviewed</p>	<p>Teaching and non-teaching staff</p>	<p>Enabling needs to be met where possible.</p>
--	--	---	--	---

	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To meet with parents, school nurse and other external agencies to identify training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher SLT SENDco. School Nurse Outside Agencies.	Fully briefed and documented identification of children's individual medical needs.
--	---	--	---	---	---

MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
		To improve community links	School to continue to have strong links with a range of schools in the Borough. E.g. different faiths, primary and secondary.	Ongoing	SMT All staff
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via newsletter/safety messages /letters/walk to school week.	Ongoing	Head Teacher School Business Manager Caretaker	No accidents

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

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To monitor and improve the effectiveness of school communication.	To monitor and put in place changes to improve the effectiveness of school communication. Newsletters/school website/school staff to parents.	Ongoing	School Business Manager. Lead Teacher for Parent Partnership. Class Teachers	Close partnership between school and parents/carers.
	To enable improved access to written information for pupils with visual impairment.	Gain advice from Joseph Clark. SERC to support computing skills e.g. font size and page layouts. Auditing aims for library bus to ensure the availability of large font and easy read texts. Auditing signage around the school to ensure that it is accessible to all.	Ongoing	Head Teacher SENDco Head of English	
	Targets	Strategies	Timescale	Responsibilities	Success Criteria

MEDIUM	To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • Pupil passport meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children's photos displayed on staffroom notice board & classroom doors/Care Plans kept in separate file in School Office as well as with relevant Class teachers. • Children with food allergies – photo displayed in school kitchen. 		<p>Class teachers</p> <p>SENDco.</p> <p>School Nurse</p> <p>Outside agencies SLT</p> <p>Office Staff</p> <p>Kitchen Staff.</p>	Each teacher/staff member aware of disabilities of children in their classes
	LONG TERM	Targets	Strategies	Timescale	Responsibilities
	In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed.	Continual review and improvement	School Business Manager.	Effective communication of information about disabilities throughout school.