

Holy Spirit Catholic Primary School Accessibility Plan

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 will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Holy Spirit Catholic Primary School, the Plan will be monitored by the Headteacher.

At Holy Spirit Catholic Primary School 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.

ADMISSIONS

- The Admissions Sub Committee applies the same criteria to applications received, other than for those children with statements/EHC Plans, Children Looked After or children who have previously been Looked After; the LEA admissions team gives priority to these cases. As a school we would strive to accommodate and meet the needs of any applicants from these special circumstances.
- Should a child with disabilities be offered a place in school, close liaison with the parents will be established and maintained.
- Staff will be updated and informed of relevant information.

CHILDREN WITH NEED

- Parents will fill in the medical form required by the school from all parents.
- If a child has been identified with a medical need an Individual Healthcare Plan will be drawn up for that child by parents and their healthcare professional and key staff will be given a copy – the child may also have an MSP covering provisions made for Special

Educational Needs. These plans will be drawn up in partnership with the parents and any external stakeholders involved, eg: educational psychologist, physiotherapist.

- The school will make best endeavours to meet the additional needs of all children and their families to access and succeed in the school. If this was to require significant changes to the building, staffing, equipment or systems in place then this would be planned for by the senior management team in liaison with the family, and with the support and advice of the LA and other professionals involved.
- A copy of the Healthcare Plan will be kept with the child's medical records in the main office. MSPs will be stored in the pupil SEN records in the SEN filing system, and electronically on our pupil records system.
- Parents will be given a copy of any plans drawn up.
- Plans will be forwarded to the high school as part of our transition process.

REVIEW

- Through close liaison with the parent we will ensure the Healthcare Plans and MSPs for each child are kept up to date.
- Healthcare and MSPs for each child will be routinely reviewed and transition arrangements to the next class/school will be made. The reviews of these plans may involve the headteacher, SENCo, class teacher, office team, any staff working closely with the child involved, parents and the child themselves. Relevant advice from other sources, eg: school nurse, occupational therapist, educational psychologist, etc, may be sought and used in the writing and reviewing of these plans.
- Reviewed plans and future arrangements or targets will be shared with all the relevant parties. Informal reviews may take place at other times in the academic year as the need arises.

MONITORING

- Children who have a MSPs will be monitored by the SENCo in conjunction with the class teacher and other adults working with the child, but will also be monitored through specific measures in the senior management team's systems for monitoring of progress and assessment.
- Children who have a Healthcare Plan will be monitored, reviewed and carried out by the SENCo, in conjunction with the senior management team and the child's class teacher. These will be completed by parents and signed by a healthcare professional before returning to school. Advised recommendations will be followed in school and relevant information shared with the staff working with the child. Responsibility for the content, including prescribed treatments will lie with parents in completing the form accurately with the relevant medical professionals. The office team will also have responsibility for overseeing and reviewing food allergy plans with Mrs Julie Dawson responsible for the daily implementation of the plans with regards to food preparation.
- The SEND/Child Protection Governors will be provided regular updates of current additional or medical needs including any issues arising.

Aims:

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

The Holy Spirit Catholic Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids 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;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Access Audit

- The main entrance to the school is flat and can be accessed via a ramp from our car park; it has wide doors fitted.
- The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.
- Visitors to the school use on-street parking, however the school has 2 disabled parking spaces in the car park.
- There is a disabled toilet and shower facilities available in school on the ground floor which is fitted with a handrail and a pull emergency cord.
- The school has internal emergency signage and escape routes are clearly marked.
- To assist those pupils or visitors who are visually impaired, we have marked the nosings of each internal step with a contrasting yellow tape; outside we have used a yellow weather-proof paint
- Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change and shared with staff
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.
- A SENCO and pastoral staff support a range of vulnerable pupils and their families.
- Mainstream Teaching Assistants support a range of pupils.
- There are seven fully trained First Aiders at school who are accessible to pupils when necessary
- There are intervention lessons for literacy and numeracy.
- Students who have EAL are well supported.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

September 2019

To be reviewed annually

