

St. Patrick's R.C. Primary School



Accessibility Plan

2016/19

St Patrick's RC Primary School

Accessibility Plan 2016/19

This policy should be read in conjunction with the school's Equality Policy (Public Sector Equality Duty) which outlines our commitment to ensuring equality of opportunity for all at St Patrick's.

'St Patrick's RC Primary School is an inclusive school where we believe that all members of our community are of equal worth. We demonstrate our commitment to this by prioritising the well-being and progress of every child in our school and by striving to ensure that all members of our community are treated with fairness and equality.'

Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part 4 of the Disability Discrimination Act:

- 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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

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

At St Patrick's we promote disability and equality and prepare all our children for life in a diverse society. We use the term 'disabled' to refer to someone who has:

'a physical or mental impairment which has a substantial and long-term, adverse impact on his or her ability to carry out normal day-to-day activities.' (DDA 2005)

We do not interchange the term 'disabled' with the phrase 'special educational needs' although we do appreciate that some pupils with special educational needs will also have disabilities. We use the Disability Discrimination Act definition of impairment to include 'hidden' impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

'Physical impairment' which includes sensory impairment;

'Mental impairment' which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

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St. Patrick's is a single storey building that was built in 1975 and is on a sloping site resulting in the building being situated on 3 levels. There are 8 classrooms within the school which includes a nursery. The gym (dining hall) and community room are on the top level and are accessible via a set of steps. Year 3 and Nursery are on the lower level and are accessible via a set of steps. All other areas of the school are on the middle level. There is a disabled toilet in the main entrance foyer. There are two playgrounds on opposite sides of the building, which are accessible from cloakrooms on the lower level or from the doors in the community room. There is a sloping field, a trim trail, all weather pitch and hard tarmac areas.

Currently there are 237 pupils on roll including a 26 place part-time nursery. Our pupil population includes pupils with cerebral palsy, autistic spectrum disorder, mild physical disability, mild hearing impairment, mild attention deficit & hyperactivity disorder, asthma, severe allergic reaction and speech, language and communication needs. We currently have 1 pupil in our part time Nursery who is a wheelchair user.

Patterns of attendance are good for children with known disabilities and they make good progress according to teacher assessments, national curriculum test data and other forms of assessment.

All pupils are taught in mixed ability classes, with intervention programmes for Mathematics and English used across the school. Where appropriate pupils are sometimes withdrawn for one-to-one support or small group work to teach specific skills needed to achieve particular targets.

Teaching assistants are deployed across the school to ensure that pupils with known disabilities have support where necessary, both in the classroom and during unstructured times, such as playtime and lunchtime.

In order to meet the needs of our disabled pupils school will seek the support and advice from external specialists, including the Educational Psychology Service, Childhood and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy Service, VI (Visual Impairment) and HI (Hearing Impairment) services.

Clear systems of assessment are in place for all pupils in all year groups. The Head teacher, holds termly pupil progress meetings with teaching staff to discuss pupil progress, achievement and attainment. Half termly strategy meetings with the SENCO focus specifically on pupils with known disabilities to review their specific needs.

Access to the wider school curriculum is provided taking into account the needs of all pupils. Staff liaise with the Educational Visits Coordinator when planning and risk-assessing off-site visits. The needs of all pupils are considered when staff arrange special events and theme days.

All pupils, including pupils with known disabilities, are encouraged to participate in the full range of extra-curricular activities offered by the school.

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The School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

This Accessibility Plan will contain 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; 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 and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve 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;
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in this plan.

This policy is reviewed every three years. It may however be reviewed earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

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Accessibility Plan 2016/19	Increase the extent to which disabled pupils can participate in the school curriculum	Improve the physical environment of the school	Improve the delivery of information to disabled pupils
Short term 2016/17	<ul style="list-style-type: none"> • Provide INSET for TA in use of Clicker 6 for identified pupil. • Provide in-house CPD for Y1 teacher in use of PIVATs • Purchase of 'Boardmaker' software to produce symbol materials. 	<ul style="list-style-type: none"> • Fit new wheelchair accessible doors to cloakroom areas and new meeting room. • Improve lighting in all corridors. 	<ul style="list-style-type: none"> • Change format of end of year reports to provide clearer and more concise information for parents about their child's attainment.
Medium Term 2017/18	<ul style="list-style-type: none"> • Increase variety of extra-curricular clubs to include non-sporting activities. • Training in the use of PIVATs cascaded to whole school. 	<ul style="list-style-type: none"> • Improve lighting to car park. • Complete a review of accessibility of all outdoor areas. Start rolling programme of landscaping to provide access for wheelchairs to all external areas of school • Provide accessible toilet for child with physical disabilities 	<ul style="list-style-type: none"> • Complete review of IEP process in school in order to enhance the quality of information provided for parents of children with disabilities.
Longterm 2018/19	<ul style="list-style-type: none"> • Review of the PE curriculum to ensure that disabled pupils have equal access to gym, community room and outdoors and that the curriculum could be adapted to meet their needs. 	<ul style="list-style-type: none"> • Continue rolling programme of landscaping to provide access for wheelchairs to all external areas of school 	<ul style="list-style-type: none"> • Update training for SENCO in relation to Support for parents with children with disabilities