



# ST LOUIS CATHOLIC PRIMARY SCHOOL

## ACCESSIBILITY PLAN 2017-2020

OUR MISSION STATEMENT:-

THIS IS OUR SCHOOL,

WE ARE A FAMILY, EACH OF US KNOWN AND LOVED.

THIS IS OUR SCHOOL,

LET US GROW STRONG HERE, TO OUR FULL, IN MIND BODY AND SOUL.

THIS IS OUR SCHOOL,

LET PEACE BE HERE AND JUSTICE AND HOPE.

THIS IS OUR SCHOOL,

CHRIST IS HERE.

2017-2020

### St Louis Catholic Primary School: Accessibility Plan 2017-2020

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in the Equality Act 2010. It should be read in conjunction with the Equality and Diversity Policy, SEN and Disability Policy /Information Report, SEND Code of Practice Sept 2014, Medical and Personal Care Policies, Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over a prescribed time.

- Definition of Disability: 'A person has a disability 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 carry out normal day to day activities.' (Disability Discrimination Act 1995)
- We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- S Louis Catholic Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- The accessibility plan will be drawn up to cover a three year period.

#### **The Accessibility Plan will contain relevant actions to:**

1. Improve access to the **physical environment** of the school, adding specialist facilities where necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education
  2. Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as prepared for life as all other 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 aids and equipment, which may assist these pupils in accessing the curriculum.
  3. Improve and make adjustments to the delivery of **written information** to pupils, staff parents and visitors with disabilities.
- The action plan for physical disability forms part of the premises plan.
  - As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
  - The Accessibility Plan will be available on the school website.
  - The School's complaints procedure covers the Accessibility Plan.
  - The plan will be monitored by the Governors.

**ST Louis Catholic Primary School Accessibility Plan 2017-2020**

**Improving Access to the Physical Environment at St Louis Catholic Primary School**

<b>Current Good Practice</b>	<b>Impact</b>
<p>Soundfield System installed in one classroom</p> <p>Sound Loop system install in the main hall</p> <p>Disabled toilet with handrails, availability of toilet insert and step, shower area and adult size changing bed.</p> <p>Toilet furniture e.g. are chosen to help access for visually impaired pupils</p> <p>Ramping to playground and classrooms</p> <p>Disabled parking available</p> <p>Automatic door access</p> <p>Platform lift for wheelchairs</p>	<p>Improved access for pupil with hearing impairment</p> <p>Access for pupils with disability /medical needs</p> <p>Access for wheel chairs /disability</p> <p>Parents /pupils with Physical Disability can park close to school reception</p> <p>Pupils/Parents with Physical Disabilities can access all areas of the school.</p> <p>Enable access to all areas of the building.</p>

Target	Strategy	Timescale	Outcome	Responsibility	Evaluation/impact
<p>Specialist aids /equipment/physical aids are made available (in conjunction with medical professionals where appropriate)</p>	<p>Specialist chairs to support optimum seating for pupils with disabilities</p> <p>Reasonable adjustments to the physical environment for some children eg position and height of pegs, table and chair height, use of writing slopes, sit and move cushions, sensory supports</p>	<p>Ongoing</p>	<p>Pupils able to access education</p>	<p>SENCO/Headteacher in liaison with Health professionals</p>	

	Purchase of sensory aids and creation of sensory area as a calming space				
Ensure that the medical needs of all pupils are fully met within the capabilities of the school	Health Care Plans in Place for pupils with medical conditions  Training provide by outside agencies for Diabetes and Epi-pen when necessary	Ongoing	Plans reviewed annually or as needed Communication systems ensure all staff aware of pupil needs. Posters in staff room. Information in class for supply teachers etc  Pupils with medical needs able to access education with reasonable adjustments		
Arrangements are made to ensure that children with broken limbs/injuries are appropriately supported	Risk Assessments with adaptations as appropriate	On going	Pupils are able to access the curriculum and remain included in school life	SMT	
<b>Improving Access to the Curriculum at St Louis Catholic Primary School Primary School</b>					
<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Evaluation/impact</b>
Curriculum Accessibility: Differentiating the curriculum – including a variety of teaching styles and approaches to ensure that the needs of all learners are met.	Use of guidance from Mainstream Core Standards for all Learners to ensure that ‘Quality First Teaching’	On-going Monitored through existing systems	Differentiated teaching approaches to meet the needs of all learners including SEND and pupils	Class Teachers – monitored by SMT/SENCO	

Developing Independent Learners	<p>strategies are used in all classes.</p> <p>Support for NQT/New staff.</p> <p>Aids and equipment are available to support curriculum access</p> <p>Learning Walks to focus on Core Standards of differentiation and fostering of independence</p> <p>Class teachers take responsibility for Provision Mapping. Impact of interventions is measured and used to inform future practice</p>		<p>supported through the Pupil Premium</p> <p>Pupils achieve from their starting point.</p> <p>Achievements of SEN/PP narrows compared to other pupils in the school.</p> <p>Children become more independent learners</p>		
Review PE curriculum to ensure reasonable adjustments are made to support accessibility	<p>Liaison with Physiotherapists/Occupational Therapists to provider advice to teaching staff and Frome Learning Partnership Sports co-ordinator</p>	September 2018	Adjustments in place so that pupils with physical disabilities can access in line with their abilities	Headteacher	
Raised awareness of Social Emotional Mental Health Needs	<p>Monitoring of attendance</p> <p>Early Help Notifications</p> <p>/Liaison attendance officers</p> <p>Liaison with outside agencies</p> <p>PFSA and CAMHS</p> <p>SEMH – Intervention work with identified pupils e.g.ELSA</p>	On-going	Pupils and parents are supported with positive impact on emotional well-being and social skills	Headteacher /SMT/SENCO	
Teachers and Teaching assistants are able to identify and address potential barriers to learning for vulnerable groups	<p>Refresher Training on Dyslexia, ASD , Speech Language &amp; Communication Needs Attachment</p>	On-going training and CPD	Pupils able to engage, participate and achieve regardless of their individual needs.	DHT/SENCO/ Class teachers Teaching Assistants monitored by DHT	

	<p>Classrooms are Dyslexia Friendly –  Observation/Learning Walks foci  Individual Learning passports for children at SEN support set out barriers to learning /supporting strategies and adopt a graduated approach  Use of ICT to overcome barriers to learning (Purchase of Clicker 7) and alternative recording methods (Observation/Learning Walk foci)  Pupil Progress meetings to ensure all children are making progress via QFT and focussed interventions. Rigorous tracking and data analysis of vulnerable groups</p>		<p>Teachers understand how to support pupils with a dyslexic profile and can adapt their teaching approaches.  Staff confident in use of Clicker 7 and able to employ a range of alternative recording methods</p> <p>The gap is closed between specified groups and other pupils in the class.  Teachers confident in their ability to meet the needs of all learners</p>		
<p><b>Effective use of TAS</b>  Teaching Assistants have a positive impact on pupil progress via:</p> <ul style="list-style-type: none"> <li>➤ Supporting whole class learning in a variety of contexts</li> <li>➤ targeted interventions</li> <li>➤ Wider contribution to the school</li> </ul>	<p>Updating of Teaching Assistant standards document with shared ownership  Development of Class teacher/Teaching Assistant agreement  Appraisal process in line with school priorities  TAs have access to ongoing CPD</p>	<p>CPD planned for 2017/2018 and ongoing</p>	<p>Teaching Assistants have a positive impact on pupil progress as demonstrated by:</p> <p>Impact of Interventions Effective in class support (Monitoring timetable)  Appraisal outcomes/TAs feel supported in the appraisal process</p>	<p>Class Teachers &amp; SMT Teaching Assistants monitored by DHT</p>	

	via termly In house learning, external training as appropriate Teaching Assistants keep comprehensive and manageable records/data for the children they are working with and for Intervention groups (purple recording books)		Effective communication between Class teachers/Teaching Assistants impacting on pupil progress and well being		
All after-school clubs, cultural activities and school visits are planned to ensure (where reasonable) the participation of all pupils	Risk assessments in conjunction with parents and health professionals where appropriate	On going	Reasonable adjustments allow children with disabilities to participate alongside other pupils.	HT/SMT	
Access arrangements /reasonable adjustments for tests/assessments	Pupils assessed in line with regular classroom practice and access arrangements applied for as needed and in line with DFE criteria. Parents are informed of the process/criteria	On-going	Barriers to learning reduced or removed enabling children to achieve their potential.	Class teachers/ HT	
<b>Improving the Delivery of Written Information at St Louis Catholic Primary School</b>					
To ensure that all parents can access information and are participants in their child's learning	School Website has a translation button. Newsletters – electronic and available in hard copies from the school reception as requested. Parent Mail – text messaging Parent Consultations Pupil Reports School App	On going	Parents are engaged with school and have greater understanding of teaching and learning	Class Teachers SLT Governors	

	SEND Report and link to Local authority support for parents Additional meetings for parents of pupils with SEND. Parents invited to class celebration assemblies and exhibitions throughout the year				
To review documentation on the website to: check accessibility for parents with English as an Additional Language  Provide different formats when specifically requested	School to investigate the translation of policies into different languages via google translate.  Use of interpreters to support parents in meetings where needed. 'Diversity' purchased within current budget.  Class teachers to ensure verbal communication with specific parents regarding school information sent in written format  Seek advice on alternative formats as requested	Spring 2018 Ongoing	Written information will be provided in different formats when requested for individual purposes so that all parents can engage with school		



