



St Cuthbert with St Matthias CE Primary School

Accessibility Plan

3-year period covered by the plan:

1st May 2016 – 30th April 2019

Plan agreed: **To be agreed next Governors Finance Meeting**

Plan Review: **May 2019**

Lead member of staff: **(SENCo) Hannah Abu-Ghaida**

St. Cuthbert with St Matthias CE Primary School

Accessibility Plan – 2016 to 2019

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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. At St Cuthbert with St Matthias CE Primary School the Plan will be reviewed by the SENDCo and SEND governor, monitored by the headteacher and evaluated by the relevant Governors’ committee.

At St Cuthbert with St Matthias CE 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.

1) The St Cuthbert with St Matthias CE Primary School 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 advise 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 Cuthbert with St Matthias CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, 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 Cuthbert with St Matthias CE Primary School 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.

5) The St Cuthbert with St Matthias CE Primary School Accessibility Plan relates to the key aspects of **curriculum**, **physical environment** and **written information**. 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 Equality 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 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;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include 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.

6) Whole school training will recognize 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 and Disability 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 governors' 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 Finance and Premises 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;**
- **Improve the delivery of written information to pupils, parents, staff and visitors.**

Our objectives are detailed in the Action Plan below.

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school a letter is sent home routinely to ask parents for updates on this information.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are only a few parts of the school to which disabled pupils have no access at the moment.

Information

A review of how different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others is needed. Access to information needs to be better planned, with a range of different formats available for disabled pupils, parents, staff and visitors.

4. Access Audit

The school is a three storey building with wide corridors and several access points from outside. There is a lift which can accommodate a large wheelchair which is maintained on a regular basis through a service agreement. School staff have access to the lift via a key kept in the school office or from the school site manager. Early Years and Year 1 are all on the ground floor. All rooms on the ground floor have step free access as do the playgrounds. The Year 2 classroom and the hall are on the first floor and are accessible via lift. The Year 5 and 6 classrooms and the Computer Suite are on the second floor and are also accessible via the lift. The only rooms which are not accessible to wheelchairs are the Year 3 and 4 classrooms and the intervention room.

There is one space for a car on the school site that could be used by disabled drivers. All entrances to the school are either flat or ramped and all have 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. There are disabled toilet facilities available in the Children's Centre which is fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users and evacuchairs on both staircases.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities arise.
- 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 16	To identify pupils who may need additional to or different from provision for Sept 16 Intake	Sept 2016/17	HT EYFS teacher	Procedures/ equipment / ideas set in place by Sept 2016
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2016/17	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout 2016/17	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. E.g. Children with severe asthma and allergy reactions, epilepsy or mobility issues.	To ensure collaboration between all key professionals	Ongoing throughout 2016/17	HT TAs School Nurse Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	Work with the play therapist; advice from specialist advisory teachers e.g. Early Years and Autism Intervention Team; use of individual support teachers e.g. to support and advise on children with dyslexia and cognitive impairment; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	Ongoing	Teachers SENDCO All staff Play therapist Educational Psychologist Other professionals and agencies	Advice taken and strategies evident in classroom practice. ASD and other SEN/D children supported and accessing curriculum.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards Rapid Progress targets Provision mapping shows clear steps and progress made
	To monitor attainment of Able, 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	G&T coordinator Class teachers	Able G&T children making proportionate progress. Achieving above average results
	To promote the involvement of disabled students in classroom discussions/ activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <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 • Communication friendly classrooms, Talk Boost, Communicate in Print and Makaton training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Providing apparatus and equipment for those with disabilities and additional needs such as writing slates, pencil grips etc. • 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	Whole school approach	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
LONG TERM	To evaluate and review the above short and medium term targets at least annually	See above	Annually	SLT Core curriculum coordinators Governors	All children making good progress.
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors 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 facilitate access for all pupils, staff, parents and visitors and to increase the extent to which disabled pupils and parents can take advantage of education and associated services through this.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school	The school will take account 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, colour schemes, more accessible facilities (e.g. toilets located within the main school building, on different floors and in St Matthias House and wide corridors and passage ways) fittings (e.g. sink, surface and shelving heights, permanent and temporary ramps where needed, wide doors and openings) and furniture (e.g. height of table and chairs, supportive seating, adjustable and adaptive furniture).	Ongoing	SLT Head Teacher Governors	Enabling everyone's needs to be met where possible.
	Ensure visually stimulating environment for all children whilst considering pupils who struggle with visual stress and sensory overload	Colourful and lively displays in classrooms and around the school but in colours that limit visual stress and with a sensitivity towards children who struggle with sensory overload. Inviting role play areas and book corners that are accessible to all.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of their provision. • 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' and pupil's access needs and ensure they are met in all events. 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff Governors	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Head Teacher Head First Aider Occupational health	Ensuring medical information is kept updated.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • utilise parking space for disabled to drop off & collect children • arrange interpreters from the RNID to communicate with deaf parents • offer a telephone call to explain letters home for some parents who need this • adopt a more proactive approach to identifying the access • requirements of disabled parents provide information in Braille or large print for blind and partially sighted parents 	With immediate effect to be constantly reviewed	<p>Whole school team</p> <p>With immediate effect to be constantly reviewed</p>	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	Better lift access for pupils, parents, staff and visitors	Have more lift keys available and have them on the Children's Centre Reception Desk as well as the School Office, tagged and numbered (1-3) that can be signed in and out with the staff. As well as a lift key kept in the staffroom for any staff or visitors that need it in addition to the one held by the site manager and office assistant.	With immediate effect, to be constantly reviewed	<p>Site manager to get keys cut.</p> <p>School Admin staff to supervise issue of keys.</p>	Access to lift easily accessible and available to all who may need it.
MEDIUM TERM	To improve community links	School to make strong links with SEN Schools and disabled community and support groups in the area	Ongoing	<p>SLT</p> <p>All staff</p>	<p>Improved awareness of disabilities in the wider community</p> <p>Improved community cohesion</p>
LONG TERM	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive accessible child-friendly play areas.
	To provide access to the Year 3 and 4 classrooms (as well as the intervention room if at all possible.)	Look at funding possibilities	2018/2019	SLT Head teacher Governors	Access to Year 3 and 4 for wheelchair users.

	To ensure the drive, roads and paths around the school grounds are as safe as possible.	Communication with parents via safety messages/letters/walk to school week	Ongoing	PSHE/Healthy School Coordinator SLT	No incidents or accidents
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Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Pupils and parents with Hearing impairment	Regular communication with parents Interpreter provided for parents' eve/annual reviews as needed Purchasing a handheld voice amplifier as an alternative to a hearing loop for use with pupils and for parent meetings with Hearing impairment.	Ongoing	SLT Class teacher	Two way communication in place.
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children e.g. the TEACCH approach	Ongoing	All staff to be aware	ASD children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Make more use of Communication in Print symbol software to support learners with reading and speech and language difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all e.g. large print, pictorial, on pale yellow or pale blue background, in dyslexia friendly print, with Makaton symbol and with Braille 			
MEDIUM TERM	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • Rapid progress sheets • Medical forms updated annually for all children and as and when need changing. • Personal health plans • Significant health problems – children's photos displayed on staffroom notice wall / info kept in separate file in the medical room 	Annually	Class teachers School Nurse Outside agencies SLT Office staff	Each teacher/staff member aware of disabilities of children in their classes

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	<p>In school record system to be reviewed and improved where necessary.</p> <p>(Records on Sims/ network/ protected)</p>	Record keeping system to be reviewed.	Continual review and improvement	<p>Assessment Co-ordinator</p> <p>SLT</p>	Effective communication of information about disabilities throughout school.