



## Accessibility Plan 2015 - 2018



Scheme agreed by Governors: .....

Due for review:.....

Head Teacher: .....

Lead Person .....

## **Accessibility Plan 2015 -18**

### **Introduction:**

The SEN and Disability Act 2001, extended the Disability Discrimination Act 1995, (DDA) and was further enhanced and modified by the Equality Act 2010 to cover education. These acts were introduced with the aim of ensuring that all disabled people have an opportunity to participate equally in society. Under the Equality Act, Disability is a specific, 'Protected Characteristic'.

Responsibilities for the school under these acts with respect to disability are largely as follows:

- 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

As well as our pupils and staff we must make sure that other people who visit or use St John Fisher Catholic Primary School can use our facilities with ease. We want to provide an accessible and comfortable place for everyone who uses it.

This Plan sets out the Schools proposals to increase access to education for disabled pupils in three areas and is valid for the period April 2015 - April 2018

- To increase the extent to which all vulnerable pupils highlighted in our SES can participate in the school curriculum
- To improve the environment of the school to increase the extent to which all vulnerable pupils highlighted in our SES pupils can take advantage of education and associated services
- To improve the delivery to all vulnerable pupils highlighted in our SES pupils of information which is provided in writing for pupils who are not disabled.

## **St John Fisher Catholic Primary School and Disability**

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out their day to day activities'. (DDA definition of disability)

### **Access to this plan**

The plan will be available:

- On the school website
- On request to any parent, student, prospective student, Governor or other interested party
- To the LA.

All school staff will have access to the plan on the network and hard copies will be kept in designated areas.

A summary of the aims and principles will be included in:

- The school brochure
- Information sent to feeder schools

### **Supporting Policies**

- Equal Opportunities
- Learning Difficulties and Disabilities
- Curriculum
- Anti Bullying
- Educational Visits
- Single Equality Scheme

## **Accessibility Planning Process**

Plans for accessibility improvement are developed (bi-annually) through our school and developmental planning process. Our action planning for improved accessibility addresses the following:

- Physical Access – Physical environment of the school and building structure
- Evacuation
- Curriculum and extended curriculum
- Support services
- Communication of Information

## **Physical Access**

The physical access to St John Fisher Catholic Primary School has improved considerably with the completion of a new extension to the KS1 building in 2014. This single level building was constructed having full regard for accessibility and includes ramped entrances/exits, wide wheel chair friendly classrooms, passages and doorways. The building also incorporates large doors giving full access to the outdoor areas that are at a similar level.

The garden area and playground are also fully accessible with no restrictions as these are level with the main school building.

The KS1 building will have further work on increasing the size of the Hall within the next 2 – 3 years.

## **Evacuation Procedures**

The school's fire and evacuation policy lays down basic procedures for the safe efficient evacuation of the school buildings. These procedures could be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and could be set out in the individual plan for the pupil.

There are two current evacuation assembly points, the KS1 building is the KS1 playground and the KS2 building is the KS2 playground. All pupils with physical / medical needs have an individual fire evacuation procedure.

## **Curriculum Access – Teaching and Learning**

Our aim is that pupils with disabilities and those identified under the SES should as far as possible have access to a full and broad curriculum, similar to that followed by their peers. See SES Action Plan.

We will, do everything in our power to support pupils with a range of disabilities including, sight and hearing, physical disability as well as learning difficulties of varying degrees. Decisions are to be taken on an individual basis with due regard for a child's needs. Such assessments are carried out within the terms of the schools SEND policy and guidelines on assessing children with Special Educational Needs. Practical examples of this include visual timetables such that children are aware (on an everyday basis) of what is going on in the classroom.

Our teachers understand that pupils have different ways of learning and adapt their lessons to the different groups within their class. Having some mixed year classes enables greater flexibility. The staff are aware of the ability the school has in seeking additional support for individual children who need specialist help, 1:1, from external sources.

The needs of staff with disabilities will also be considered to ensure that they are able to fulfil their role in delivering the curriculum and securing the progress of all pupils.

## **Extended Curriculum**

Pupils at St John Fisher Catholic Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability or needs as identified in our school SES. This has included:

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into the child's individual education plan. The suitability of any event and the need for additional support is discussed fully with the parents in advance.

## **Support Services**

Access to services that we currently provide both within and external to the school, to support children and families where a disability has been identified.

## **Communication of Information**

The plan addresses how information about our work is communicated within the school and its wider audience. It also examines communication between the home and school and within the school context about pupils who are identified as having a disability.

We currently have a varied methodology for communicating with parents, carers and pupils, these include:

- Repeating the information whilst speaking at parent attended assemblies and parents evenings
- Notes we send home with pupils about specific events and projects
- Newsletters each week
- Information from our Web site
- Phoning parents when we know that they cannot read the information we send home.

## **Action Plan:**

The Schools Accessibility Action Plan (AAP) is divided into the following areas:

- Physical Access – Physical environment of the school and building structure
- Evacuation
- Curriculum and extended curriculum
- Support services
- Communication of Information



PHYSICAL ACCESS					
OBJECTIVE	STRATEGY	OUTCOME	TIMESCALE	GOAL ACHIEVED	MONITORING & EVALUATION
Improve ALL access to KS2 building, environment, education & services	Investigate whether it is possible to improve the KS2 building to ensure any staff member, pupil, parent or member of the wider community has full access to all amenities.	To eliminate or improve all accessibility concerns in relation to the physical environment & services available via KS2.	TBA	All pupils, staff, parents and members of the wider school community have improved/full access to environment & services.	In the event that reasonable adjustments can not be made without additional funding discussions will be held with the LA and advice sought.  Overall progress will be reported to the Governing Body annually.
EVACUATION					
OBJECTIVE	STRATEGY	OUTCOME	TIMESCALE	GOAL ACHIEVED	MONITORING & EVALUATION
Fire Evacuation Plans	To ensure individual Fire Evacuation plans for identified disabled children and those covered under SES are in place and monitored.	Fire Plans and Procedures fully in place catering for the needs of all stakeholders.	Assessed Yearly 2015 - 2018	School adheres fully meets the criteria set down by the LA and the Fire Regulations Department.	The SENCo responsible for Inclusion will work with other members of the SLT to plan for the arrival of students with disabilities. In the event that this arrival is a mid- year admission request or the student has a disability whose needs cannot be met under the usual arrangements, the SENCo will take immediate action to try and resolve the issue.
CURRICULUM					
OBJECTIVE	STRATEGY	OUTCOME	TIMESCALE	GOAL ACHIEVED	MONITORING & EVALUATION
The school will provide all pupils, including disabled pupils and those covered under the SES, with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. To continue to increase pupils awareness of different communities via Come and See / RE.	To continually monitor and scrutinise the planning of the curriculum and procedures for assessment. To identify areas in need of development or further development and put in place appropriate, funding and strategies to ensure 'Access for All' is achieved.	The school provides all pupils of the school with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils	Termly monitoring 2015 - 2018	Teachers will be able to more fully meet the requirements of disabled children's needs and those covered under the SES with regard to accessing the curriculum and the extended curriculum.	The main vehicle for continued implementation will be through termly meetings with SLT, SENCO, Site Manager, Business Manager and representatives from the Governing Body. This group will review progress.  The SENCo responsible for Inclusion will work with other members of the SLT to plan for the arrival of students with disabilities. In the event that this arrival is a mid- year admission request or the student has a disability whose needs cannot be met under the usual arrangements, the SENCo will take immediate action to try and resolve the issue.  In the event that reasonable adjustments cannot be made without additional funding discussions will be held with the LA and advice sought.  Overall progress will be reported to the Governing Body annually.

SUPPORT SERVICES					
OBJECTIVE	STRATEGY	OUTCOME	TIMESCALE	GOAL ACHIEVED	MONITORING & EVALUATION
To improve access to external support services for pupils, parents & carers.	Investigate by way of questionnaire the barriers that pupils, parents & carers are in relation to accessing external services for their child.	To improve access for parents, pupils and carers by: <ul style="list-style-type: none"> <li>• Providing information via the school website</li> <li>• Signposting in the school newsletter</li> <li>• Providing online advice forums and website information</li> <li>• Displaying leaflets and literature in school reception area for parents and carers to access</li> </ul>	Questionnaires to be sent out by Dec 2015.  Monitored bi-annually	For all parents, pupils and carers to have full access to information and services available for their child and know who to contact either in school or at the local authority.	The main vehicle for continued implementation will be through termly meetings with SLT, SENCO, Site Manager, Business Manager and representatives from the Governing Body. This group will review progress.
COMMUNICATION OF INFORMATION					
OBJECTIVE	STRATEGY	OUTCOME	TIMESCALE	GOAL ACHIEVED	MONITORING & EVALUATION
To improve how we communicate information to all stakeholders to ensure nobody is discriminated against.	To carry out a full audit of how we disseminate information to parents, carers and all stakeholders.	All parents, carers and stakeholders will not experience any barriers in relation to information communicated by the school.	Audit to be completed by February 2015.  Improvements/a mendments to be in place by September 2016	Appropriate / improved delivery of information to disabled pupils, parents, carers and all stakeholders including those covered under the SES as and when appropriate / required	<p>The main vehicle for continued implementation will be through termly meetings with SLT, SENCO, Site Manager, Business Manager and representatives from the Governing Body. This group will review progress.</p> <p>The SENCo responsible for Inclusion will work with other members of the SLT to plan for the arrival of students with disabilities. In the event that this arrival is a mid- year admission request or the student has a disability whose needs cannot be met under the usual arrangements, the SENCo will take immediate action to try and resolve the issue.</p> <p>In the event that reasonable adjustments cannot be made without additional funding discussions will be held with the LA and advice sought.</p> <p>Overall progress will be reported to the Governing Body annually.</p> <p>The entire Plan will be reviewed every three years.</p>