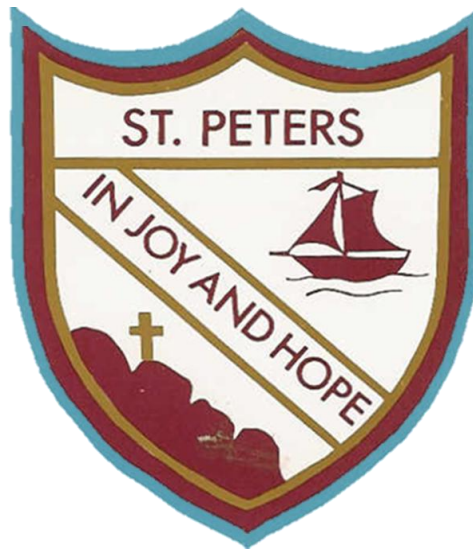


St Peter's Catholic Primary School



Accessibility Policy

Agreed by Governors: 3rd March 2021

Chair of Governors Signature _____

At St Peter's Catholic Primary School pupils are entitled to education regardless of gender, race or ability. This links in with the Catholic ethos of the school. All pupils are valued and support to achieve their full potential.

Accessibility Strategy

LA accessibility strategy states that:

“Our vision is that every school will be able to offer a more inclusive learning environment which gives children with different needs the opportunity to learn together”

“An accessible school is one in which disabled pupils are able to participate fully in the school curriculum. It is also one where the physical environment does not limit pupils' ability to take advantage of the education (and other) opportunities on offer.

The SEN and Disability Act 2001 define disability as follow:- “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 day to day activities.

There are three main areas which the LA and School are required to address:

1. Access to the physical environment of the school.
2. Facilitating access for disabled pupils to the school curriculum.
3. Improving the delivery of written information to pupils with a disability.

Access to the physical environment of the school

The building offers access for pupils via two doors (keys stage 1 and key stage 2). The main entrance is situated at the front of the building. For pupils or adults needing wheelchair access there are ramps to the main entrance and other doors. There are no steps within the building. There is a disabled toilet wide enough to accommodate a wheelchair in the medical room. The shared areas and corridors are kept clear of clutter so that pupils or adults with mobility difficulties can move around the building safely and easily.

Increasing access to school curriculum for pupils with a disability

The SEND register of the school ensures that staff are aware of the degrees of difficulty experienced with physical and medical need. This is recorded as follow:

1. School medical register (low levels of need)
2. Person centred plans/health care plans (medium levels of need)
3. Additional support plans/health care plans with support/funding (high levels of need)
4. Statutory assessment/educational health care plans (very high levels of need)

The school nurse is involved with children on the medical register as and when necessary. Individual health care plans are written if appropriate and all staff are made aware of pupils with specific problems who may need speedy intervention if a problem arises.

Children with asthma bring their inhalers to school and these are kept with their class teachers. A list of these pupils is kept in the class register. Children with extreme allergies requiring epi-pens keep their medication nearby in line with their health care plans. Medication which needs to be administered to

pupils is dispensed in accordance with the medicines policy. Parents/Carers are consulted about pupils needs.

Staff are alerted to the needs of children with vision/hearing difficulties. Where possible and necessary children needing to be seating close to the interactive board, or adjacent to the teacher are positioned accordingly. Support is also given via the LA vision/hearing impaired service. The computer suite, classroom based computers, laptops etc. are used to allow pupils to access the curriculum.

Support is also given to pupils with English as an additional language (EAL). Expert help is provided by the staff under the guidance of MEAS.

Support assistants are used to provide small group teaching and support for pupils at where this is deemed appropriate and in accordance with the school budget. Children with additional needs may be reviewed by health care professionals, educational psychologists or by the class teacher from SENAAT in conjunction with the class teacher and SENDCo. With regards to budgeting considerations, these children are given additional support where possible.

Individual person centred plans and additional support plans are updated and reviewed termly. A copy is sent home for parent's approval.

SENAAT also provides screening and additional support for conditions such as dyslexia.

Improving the delivery of written information to pupils with a disability

Staff will deliver the curriculum and take note of any pupils with a disability of SEN. This is recorded in the planning in differentiated activities or levels of support. Computer and interactive board programmes are used to display information to pupils. Resources are available for pupils with SpLD e.g. coloured reading strips for pupils at risk of dyslexia. Staff have received training in the management and teaching of pupils on the Autistic Spectrum. All staff will receive appropriate training so that they can display confidence in teaching and supporting disabled pupils with a range of needs. Disabled pupils are encouraged, guided and supported to take part in the full life of the school. Parents of children with a disability need to be consulted and brought into the planning of provision made for their children, it is our policy to discuss with children and parents and needs they have and listen to responses. We also gather information about parents' needs.

We negotiate health care plans with parents and professional as appropriate. Individual plans are then set up accordingly.

School Accessibility Plan 2019-2022

Improving the Physical Access at St Peter's Catholic Primary School

Priority	Action	Timescale	Cost
Additional accessible/gender neutral toilets to be installed during rolling programme of toilet replacement	Further accessible/gender neutral toilets to be installed in junior areas of school during refurbishment	Ongoing LCVAP bid submitted Awaiting decision	£60,000

Improving the Physical Access at St Peter's Catholic Primary School

Priority	Action	Outcome	Time Frame	Achievement
Classroom resourced to meet a range of physical needs	Identify pupils with specific needs and order appropriate equipment to support their learning. Working with services such as occupational therapy	Whole curriculum accessible to all pupils	Ongoing	Increase access to the national curriculum
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture, equipment and pupils grouping to support the learning process for pupils in classes and hub bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Access to all aspects of the national curriculum for all pupils
Training for teachers and teaching assistants emotional, social, sensory and other health needs	Identify gaps in staff knowledge and provide training and support to ensure they are confident in deploying appropriate strategies to support pupils	Teachers and teaching assistants are able to meet the needs of pupils with emotional, social, sensory and other health needs to ensure that they can access the curriculum	Ongoing	Increased access to the national curriculum
Out of school activities and residential trips planned to ensure participation of the whole range of pupils	Ongoing review of out of school activities and residential trips to ensure compliance with legislation	Out of school activities and residential trips will be conducted in an inclusive environment with providers	Ongoing	Access to all school activities for all disabled pupils

		that comply with all current and future legislation		
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Improving the Written Information at St Peter's Catholic Primary School

Priority	Action	Outcome	Timeframe	Achievement
Availability of accessible written material	Staff to: Provide clear and simple information Provide translation when needed Explain the content of written information when necessary Continue to develop the use of social media to inform the school community of events Provide enlarged texts, coloured overlays and text on coloured paper when required	Children and parents clear about the content of written information	ongoing	Increased access to written material