

St Bernadette Catholic Primary School



Accessibility Policy and Plan

Version	1.1
Based on Model Policy:	N/A
Name/Title of responsible committee/individual:	Governors
Date issued:	October 2020
Review frequency:	3 years
Target audience:	All stakeholders

Our Mission Statement, ***“learning to grow in knowledge, faith and love through friendship with Jesus and Mary”***, underpins all that we do at St Bernadette Catholic Primary School.

The Governing Body shall conduct the School with a view to promoting high standards of educational achievement.

St Bernadette Catholic Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

The School will promote the Gospel values together with the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Staff and governors will actively challenge pupils, colleagues or parents expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

Version	Date	Notes
V1.0	October 2017	Approved by Governing Body
1.1	2020	

Statement of intent

St Bernadette school is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- Teachers Standards 2012
- Archived documents on the Department of Education website made available for reference use but do not reflect current Government policy or guidance: DfES Accessible Schools Guidance (July 2002): www.education.gov.uk (LEA 0168 2002) DfES Accessible Schools Summary Guidance (June 2002) www.education.gov.uk/publications/eOrderingDownload/DfES-0462-2002.doc

This policy will be used in conjunction with the following school policies and procedures:

- Equality Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

Definition of disability

According to the Equalities Act 2010, a person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Information about the school

St Bernadette Primary School with Nursery is a one form entry school in the village of London Colney. St Bernadette Catholic Primary School first opened on 21st April 1971 our new nursery and entrance was opened in September 2009.

The school comprises of Nursery, Reception Classrooms, and years 1- 6 Classrooms. The EYFS/ KS1 classrooms have toilets inside their rooms; Key stage 2 pupils, and all children at playtimes, use shared toilets, one each for boys and girls. There is a large disabled access toilet in the reception area of the school.

The nursery has its own disabled access toilet and shower area for pupils. (Currently the school does not use the shower area.)

The front of the school can be accessed down a slope to self-opening doors and then within the school after clearing safeguarding policy.

The playground is accessed from the main children's gate down a slope.

There is a learning support room and library. The school has a separate school hall and dining area.

On site there is the Old Nursery Building currently being used for after school Strong Roots club; this has its own separate entrance, toilets and kitchen

The grounds are extensive and comprise two separate play areas for each of the Key Stages with a shared field and Gazebo. The Nursery / Reception have direct access to their outside learning environment. Key Stage 1 and 2 classrooms access via class doors that have steps and the main playground door that also has steps.

Current Range of disabilities within the School Community

Class Teachers and TAs together with the SENCo work closely with external professionals to support the needs of our children. We receive visits from the Specialist Advisory Service for Early Years, Communication Disorders (ASD) CAT team, Sensory Impairment for Hearing / Visual Impairment, Windermere Specific Learning Difficulties Outreach Teacher, Educational Psychologist, Occupational Therapist, Speech and Language Therapist, The Collett special school, Virtual School for Attachment and Trauma support, Links Behaviour support.

Roles and responsibilities

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

The headteacher, in conjunction with the governing board or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.

The governing board, or a select committee, will be responsible for monitoring the Accessibility Plan.

The full governing board will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.

The headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.

During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

The headteacher, governing board and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will work closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

Accessibility Plan

The Accessibility Plan will be structured to complement and support the school's Equality Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in October 2023.

If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

Both the Accessibility Policy and Accessibility Plan will be published on the school website.

The school will collaborate with the LA in order to effectively develop and implement the plan.

An access audit will be undertaken by the governing board and SENCO every year.

The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities.

The school is committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with the Admissions Policy.

The school will apply the same entry criteria to all pupils and potential pupils.

The school will support pupils with SEND by making any reasonable adjustments necessary during exams, e.g. publishing exam papers in a larger font.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The class teacher and the SENCO will work together to adapt a pupil's Provision Map with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

There are established procedures for the identification and support of pupils with SEND in place at the school.

Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

Specialist resources are available for pupils with visual impairments, such as large print reading books.

Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

Monitoring and review

This policy will be reviewed on a three year basis or when new legislation or guidance concerning equality and disability is published.

The governing board and headteacher will review the policy in collaboration with the SENCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.

Accessibility Plan for St Bernadette School 2020-2023

The aims of this plan are to:

- Increase access to the curriculum for disabled pupils
- Improve the physical environment to increase access to education and associated services
- Make improvements in the provision of information for disabled pupils

Target	Strategy	Outcome	Time frame	Achievements/ review / next steps
Increase access to the curriculum for disabled pupils	- Provision maps / care plan/ pupil profiles will support meeting the needs for pupils with additional needs. - Advice from outside agencies will be incorporated into provision maps. - All staff will have training on reasonable adjustments and enabling environments. - Dyslexia and Autism friendly classrooms with training for all staff with multisensory methods, greater use of additional resources, visual timetables. - Hearing and Visually impaired pupils will have support from Sensory Team and staff working with pupils will have additional training. - Pupil voice and close support of parents to ensure that all opinions are heard. - Use of alternative methods of recording/ accessing is used where possible. - Includes teaching and learning such as providing individualised curriculum / timetables and 1-1 SEN TA support where there is significant identified and diagnosed need and to access the wider curriculum of the school such as participation in after school clubs, school visits.	- Provision maps / care plans show access arrangements and advice / strategies from outside agencies. - Staff awareness and confidence in supporting pupils with additional needs will be raised. - Learning walks with Outreach teacher and pupils show improved environments and pupil voice for access. - Hearing and Vision impaired pupils are accessing the curriculum. - Parent voice show partnership with school. - Evidence of alternatives to writing in books / plans. - Individualised learning programmes showing progress in review meetings. - Access to enhanced opportunities for all pupils.	Ongoing	Access and safety for visually impaired pupils was implemented with yellow transition areas, removal of trees and trip hazards. Alternative methods of recording are used with scribes, talking postcards, individual iPads and IT access to chrome books and laptops. 3 x year pupils with SEND attend enhanced sporting activities days .

Improve the physical environment to increase access to education and associated services	- Improving access to the physical environment of the School – additional ramped areas for the Key Stage 1 and 2 classrooms to access the playgrounds when planning and undertaking future improvements. - Reasonable adjustments made to disabled toilet – e.g. changing facilities. Liaise with advisory service and other settings. Use ERIC advice additionally trained TAs. Regular risk assessments for moving and handling - Visually impaired pupils have clear colour differentiation for changes in gradient	- To have access plans to meet the needs of staff and pupils that facilitates access to most/ if not all, areas of the school. - Appropriate toileting and staff arrangements in place with Intimate Care Policy. - High contrast edges on steps. High visual tape on any vertical structures.	- Linked to buildings and premises timeframe / budget - ongoing - review existing high contrast tape/paint and renew as needed.	Pupils with physical disabilities have specialist equipment such seating, move and sit cushions, raised desks. Pupils with medical or anxieties issues use the disabled access toilet. Use of Makaton to support such as not locking door to show toilet is in use.
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Make improvements in the provision of information for disabled pupils	• School making itself aware of the services available through its LEA for converting written information into alternative formats, such as information in: simple language, symbols and larger print for prospective pupils who may have difficulty with standard forms of printed information. • Visually impaired pupils to have additional resources specific to needs, e.g. numicon, tinted notebooks, tinted whiteboards, large font worksheets, monitor etc. • Makaton signs and symbols including jigs (for specific bathroom sequences) to be used around the school with staff using Makaton as part of daily routine for those pupils who require it and as part of wave 1 quality first teaching. • Hearing Impaired pupils supported with visual prompts / appropriate seating. Practical support for pupils wearing hearing aids. Staff training.	• The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe • Evidence of additional resources on learning walks and pupil voice. • Makaton signs and symbols part of school routine. • Hearing impaired pupils can fully access the curriculum	• ongoing • ongoing • Refresh existing and update and ongoing • ongoing	Access to specialist teachers for hearing impaired, Down's syndrome, Occupational Therapists, Speech Therapists, Educational Psychologists, inform and are part of provision plans. They meet with pupils, manage equipment, provide advice for changes to environment etc.. School supports with sensory stations and opportunities for sensory downtime.
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