

# **St Mary Magdalen's Catholic Primary School**



## **Accessibility Plan 2015-2018**

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This Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

It has been created in consultation with the Local Authority, pupils, parents and governors. It is published on our website and will be monitored by Ofsted.

This plan was last reviewed and approved by the Governing Body in June 2015.

## **Purpose of the Plan**

St Mary Magdalen's Catholic School plans, over time, to increase accessibility of provision for disabled pupils, staff, parents/carers and visitors.

At St. Mary Magdalen's Catholic school, 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.

## **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. This effect must be

- Substantial
- Long term
- Adverse

It is unlawful to discriminate, without justification against disabled pupils in school life and schools are encouraged to go beyond compliance and work towards eliminating discrimination altogether.

## **The Aim of the Accessibility Plan**

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the delivery of information to disabled pupils.
- To improve the physical environment of the school so that disabled pupils are able to take advantage of the education and associated services provided or offered by the school.

In the development of the Accessibility Plan, consideration has been given to the following areas:

- Preparations for entry to school
- Curriculum
- Delivery of information
- Classroom organisation
- Timetabling and grouping of pupils
- Homework
- Assessment and examination procedures

- Access to school facilities
- School sports
- School trips, clubs and activities
- Breaks and lunchtimes- including the serving of meals
- Interactions with peers
- School Policies
- School discipline and sanctions
- Exclusion
- Arrangement for working with outside agencies
- Staff training
- Resources
- Preparation of pupils for the next phase of education

### **Audit of existing physical arrangements**

Wheelchair access to all room's wide doors, interior and external ramps

Toilet with wheelchair access

Limited accommodation for 1:1 and small teaching groups

### **Implementation**

In the implementation of this plan the Governors will assure themselves that the financial planning arrangements take account of accessibility.

This must include;

- A description of the arrangements for the admission of pupils with disabilities;
- Details of steps to prevent disabled pupils being treated less favourably than other pupils;
- Details of existing facilities to assist access to the school by pupils with disabilities;
- The accessibility plan covering future policies for increasing access by those with disabilities to the school.

### **Evaluation**

The plan will be reviewed within a three year cycle and doing so, give due consideration to the following:

- Is there greater satisfaction of disabled pupils and their parents with the provision made for them?
- Is there evidence of the greater involvement of disabled pupils in the full life of the school
- Are the observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs?
- Are the progressive improvements to the physical environment of the school
- Is information for pupils available in a range of formats?

**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 the curriculum and to ensure full participation in school life

<b>Target</b>	<b>Strategy</b>	<b>Time scale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To liaise with Nursery providers to review new September intake and plan for smooth transition	To identify and plan for pupils requiring additional or different provision	July 2015/16/17	SLT Reception staff	Successful transition to Reception class/ individual needs met
To ensure staff are appropriately trained and feel confident in supporting the needs of all pupils	To plan training on a 'needs led' basis Staff to access appropriate CPD To comply with Equality Act 2010	Ongoing, as appropriate	Appropriate staff	Effective support impacting positively on progress Smooth transition to next class
To establish close liaison with parents	To ensure regular communication through: parents/teacher formal consultation evenings informal meetings with teachers and INCo open door policy, daily access to teachers and Headteacher before and after school IEP and annual review meetings Regular TAC meetings for families with a CAF Joint meetings with outside agencies Whole class/school Curriculum and information meetings	Ongoing and at Specific times of the academic year	HT SENCo All teachers TA's Outside professionals	Good relations with parents reflected in annual parental survey and complains
For appropriate classroom differentiation to be identified in Teachers' planning	Monitor differentiation through: weekly monitoring of teachers' planning folder book scrutinies moderation exercises lesson observations	Ongoing	HT with SMT All teaching staff	Good progress in all subgroups and pupils with individual needs

To ensure full access to the new curriculum (including formal and informal assessments)	To develop access plans for full participation on school visits, clubs, and sporting events and all subject areas. To ensure access arrangements for public examinations	Ongoing	All staff	Good progress 100% attendance and participation in school visits Pupils participating in a range of after school clubs and activities
<b>Target</b>	<b>Strategy</b>	<b>Time scale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To use ICT to support learning	To use software effectively to support teaching and learning ICT equipment to be kept in good working order via service agreement.	Ongoing	All staff ICT service agreement personnel	Identified in pupils' books Well maintained resources
To review statutory policies to ensure that they reflect inclusive practice and procedures	To comply with Equality Act 2010 To review policies as part of the school's ongoing review cycle			Policies in action
To live out our school mission statement		Ongoing	All staff	Positive behaviour, relationships and attitude of pupils and staff
To liaise with relevant outside agencies such as Speech & Language services	SENCo to make appropriate referrals and arrange professional meetings with parents Teachers and TA's liaise with professionals to support identified pupils	Ongoing	SENCo Teaching Staff	Support leading to successful outcomes
To purchase specific resources and equipment to support pupils	Subject co-ordinators, SENCo and class teachers to purchase specific resources from their allocated budgets	Ongoing	All staff	Pupils accessing resources Positive impact on progress
To ensure TA deployment reflects the level of need within the class and enable pupils to be appropriately supported	Headteacher and SLT to analyse data on pupils' progress and allocate TA's accordingly	Termly	HT, SLT	Good progress identified for all pupils

To ensure pupils with needs, have a provision map or IEP, detailing support	SENCo and teaching class to devise plans to meet individual needs	Termly	All staff	Support and interventions making a positive impact on pupil progress
To ensure classrooms are optimally organised to promote participation and independence for all pupils	Classrooms to be: visually stimulating, attractive, interactive have clear labels for equipment a celebration of pupils' work clean, neat and tidy	Ongoing	Class teachers	Evidenced in lesson observations

## Aim 2 To improve the delivery of information to disabled pupils and parents

Our key objective is to communicate effectively with all pupils and parents and to build positive and open relationships

Target	Strategy	Time scale	Responsibility	Success Criteria
To make available, all written communication in alternative formats when specifically required	To access LA services to support converting written information into other languages To enlarge written information and modify page layout for the visually impaired To email information to extended family members To call upon others parents and members of the community to interpret and support communication	As and when required	HT, SENCo, Admin staff	Pupils and parents successfully receiving and understanding written information
To survey parents/ carers on quality of communication	Annual survey to all parents/ carers	Summer term	HT and SMT	Action taken to respond to parental feedback
To adapt learning resources to ensure successful access to written information	To enlarge texts including reading books Differentiated tasks Provision maps and IEP's	As and When required	All teaching staff	Successful access to the curriculum

To modify the classroom environment to aid access to written information	To provide window blinds to control the natural light Position pupils close to interactive white board/blackboard/c-board/large flip charts and other monitors To provide readers and interpreters to support learning and ensure access for assessments	Ongoing. Reviewed and revised regularly	Class teachers	Classroom environmental suited to the needs of the pupil
To review school policies, website information and newsletters, to ensure they are written in 'simple English'	To ensure 'child and adult friendly' documentation	Ongoing	HT, SMT, Admin staff, Subject co-ordinators	All written communication written in 'simple English'
To raise staff awareness of communication needs	To ensure consistent and effective procedures for communication To share good practice	Ongoing	HT, SMT, Class teachers	Effective and positive communication

### Aim 3 To improve the physical environment of the school

Our key objective is to increase the extent to which disabled pupils can take advantage of the education and associated services offered by our school

Target	Strategy	Time scale	Responsibility	Success Criteria
Improve playground surface	Renew playground surface to improve Visibility of zoned areas Safety - levelled floor/clear walk ways attractiveness and appeal Flexibility of use and a wider variety of games and activities	Jan 2014-May 2015	Playground committee	Successful upgrade
Replace parts of the two trim trails which are showing signs of wear and tear	To enable safe play	April 2015	Playground committee	Safe trim trails
Annual pupil health and safety audit	Identify and make safe equipment and building Health & Safety designated teacher/governor to attend annual borough training	Termly audit	HT with pupils Mrs Shields - Deputy Head (designated H&S teacher/Governor)	Safe equipment and building

Review lighting levels and colour schemes to ensure they are sympathetic to the needs of pupils	Decoration plan	Ongoing	Caretaker, premises committee	
Ensure visually stimulating rooms and corridors	Ensure attractive, colourful, and lively displays and role play areas	Ongoing	All staff	Environment fit for purpose
Paint and maintain white stripes on all steps to support visually impaired pupils, staff and visitors	To enable safe use of stairs	Ongoing	Caretaker	Safe stairs
To maintain accreditation of the schools Travel Plan and Healthy Schools London programme award	Continued work towards travel plan and Healthy School targets		Allocated staff members	Accredited awards
Create an additional designated learning space on the ground floor	Community room - change of use	September 2015	Caretaker	Additional learning space