

# St Mary Magdalen's Catholic Primary School



## Accessibility Plan 2021-2024

<b>Governors' Committee Responsible:</b>	<b>Full Governing Board</b>
<b>Status:</b>	<b>Non-statutory</b>
<b>Review Cycle:</b>	<b>Every three years</b>
<b>Date Written/Last Review:</b>	<b>11 March 2021</b>
<b>Date of Next Review:</b>	<b>March 2024</b>

## **MISSION STATEMENT**

**We are a Roman Catholic community, placing God at the centre of our lives. Christian values permeate every aspect of the school day. As a small friendly school, we aim to produce the warmth and intimacy of the family. We recognise each individual as special and loved by God, caring for one another and fostering love, trust and respect. When mistakes are made we recognise them as opportunities for learning and consequent reconciliation.**

**We aim to help all children fulfil their potential. We have high expectations of the children; we want them to do their best socially, personally, academically and spiritually.**

**We recognise each child's full entitlement to education. We value children's uniqueness and endeavour to nurture their potential. We strive to promote in them a sense of personal worth and self-confidence, as well as an awareness of their responsibilities to self and others.**

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 (LA), pupils, parents/carers and governors. It is published on our website and will be monitored by Ofsted.

This plan was last reviewed and approved by the governing board in March 2021.

## **PURPOSE OF THE PLAN**

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

At St Mary Magdalen's Catholic Primary School we are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers 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.

## **AIM OF 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
- arrangements for working with outside agencies
- staff training
- resources
- preparation of pupils for the next phase of education
- wheelchair access to the school including interior and external ramps
- wheelchair access to all rooms including a wheelchair accessible toilet
- designated parking for disabled close to main entrance
- 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.

The Special Educational Needs and Disability (SEND) Annual Report to governors 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, in doing so, due consideration given to the following:

- is there greater satisfaction of disabled pupils and their parents/carers with the provision made for them;
- evidence of the greater involvement of disabled pupils in the full life of the school;
- observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs;
- progressive improvements to the physical environment of the school;
- 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.

TARGET	STRATEGY	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
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 prior to entry	Senior Leadership Team (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	<ul style="list-style-type: none"> <li>to plan training on a 'needs led' basis</li> <li>staff to access appropriate Continuing Professional Development (CPD)</li> <li>to comply with the Equality Act 2010</li> </ul>	Ongoing, as appropriate	Appropriate staff	Effective support impacting positively on progress Smooth transition to next class
To establish close liaison with parents/carers	To ensure regular communication through: <ul style="list-style-type: none"> <li>welcome events for parents/carers and pupils</li> <li>parent/teacher formal consultation evenings</li> <li>meetings with teachers and Special Educational Needs Coordinator (SENCo)</li> <li>open door policy, daily access to teachers and Headteacher before and after school</li> <li>Individual Education Plan (IEP) and annual review meetings</li> <li>regular Team Around the Child (TAC) meetings for families with a Common Assessment Framework (CAF)</li> <li>joint meetings with outside agencies</li> <li>whole class/school curriculum and information meetings</li> <li>enhanced transition arrangements in place for late arrivals to the school</li> <li>clear communication with parents/carers in a variety of forms recognising the need to fit this to the needs of pupils and families</li> </ul>	Ongoing and at specific times of the academic year	Headteacher (HT) SENCo All teachers Teaching Assistants (TA's) Outside professionals	Good relations with parents/carers reflected in annual parental survey and complaints

For appropriate classroom differentiation to be identified in teachers' planning	Monitor differentiation through: <ul style="list-style-type: none"> <li>• monitoring of teachers' planning</li> <li>• book scrutinies</li> <li>• lesson observations/learning walks</li> <li>• stakeholder questionnaires</li> </ul>	Ongoing	HT with SLT All teaching staff	Good progress in all subgroups and pupils with individual needs
To ensure full access to the curriculum (including formal and informal assessments)	<ul style="list-style-type: none"> <li>• to develop access plans for full participation on school visits, club and sporting events, and all subject areas</li> <li>• to ensure access arrangements for public examinations</li> <li>• to develop Quality First Teaching (QFT) descriptors for all subjects, and including QFT adaptations for different additional needs</li> </ul>	Ongoing	All staff	Good progress 100% attendance and participation in school visits Pupils participating in a range of after school clubs and activities
To use ICT to support learning	<ul style="list-style-type: none"> <li>• to use software effectively to support teaching and learning</li> <li>• ICT equipment to be kept in good working order via service agreements</li> </ul>	Ongoing	All staff  ClickOn IT London Ltd – IT support providers	Identified in pupils' books Well-maintained resources
To review statutory policies to ensure that they reflect inclusive practice and procedures	<ul style="list-style-type: none"> <li>• to comply with the Equality Act 2010</li> <li>• to review policies as part of the school's ongoing review cycle</li> </ul>			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 and Language services	<ul style="list-style-type: none"> <li>• SENCo to make appropriate referrals and arrange professional meetings with parents/carers</li> <li>• teachers and TA's liaise with professionals to support identified pupils</li> </ul>	Ongoing	SENCo  Teaching staff	Support leading to successful outcomes
To purchase specific resources and equipment to support pupils	Subject Coordinators, 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	Headteacher and SLT to analyse data on pupils' progress and allocate TA's accordingly	Termly	HT, SLT	Good progress identified for all pupils

enables pupils to be appropriately supported				
To ensure pupils with needs have a provision map or IEP detailing support	SENCo, Class Teacher, parents/carers, pupils and any other associated staff to work together 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: <ul style="list-style-type: none"> <li>visually stimulating, attractive, interactive</li> <li>consistent across the school as appropriate – for example visual timetables, lanyard prompts, code of conduct and behaviour management systems</li> <li>have clear labels for equipment</li> <li>a celebration of pupils' work</li> <li>clean, neat and tidy</li> </ul>	Ongoing	Class Teachers	Evidenced in lesson observations

## AIM 2: TO IMPROVE THE DELIVERY OF INFORMATION TO DISABLED PUPILS AND PARENTS/CARERS

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

TARGET	STRATEGY	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
To make available all written communication in alternative formats when specifically required	<ul style="list-style-type: none"> <li>to access LA services to support converting written information into other languages</li> <li>to enlarge written information and modify page layout for the visually impaired</li> <li>to email information to extended family members</li> <li>to call upon others, parents/carers and members of the community to interpret and support communication</li> </ul>	As and when required	HT SENCo administrative staff	Pupils and parents/carers successfully receiving and understanding written information
To survey parents/carers on quality of communication	Annual survey to all parents/carers	Summer term	HT and SLT	Action taken to respond to parental feedback
To adapt learning resources to ensure successful access to written information	<ul style="list-style-type: none"> <li>to enlarge texts including reading books</li> <li>differentiated tasks</li> <li>provision maps and IEP's</li> </ul>	As and when required	All teaching staff	Successful access to the curriculum
To modify the classroom environment to aid access to written information	<ul style="list-style-type: none"> <li>to provide window blinds to control the natural light</li> <li>to position pupils close to interactive whiteboard/blackboard/c-board/large flip charts and other monitors</li> <li>to provide copies of text for pupils to read rather than reading from the board</li> <li>to provide readers and interpreters to support learning and ensure access for assessments</li> </ul>	Ongoing.  Reviewed and revised regularly	Class Teachers	Classroom environmentally 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, SLT, administrative staff, Subject Coordinators	All written communication written in 'simple English'
To raise staff awareness	<ul style="list-style-type: none"> <li>to ensure consistent and effective procedures</li> </ul>	Ongoing	HT, SLT, Class	Effective and positive



of communication needs	for communication • to share good practice		Teachers	communication
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### 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	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
<ul style="list-style-type: none"> <li>Replace parts of the two trim trails which are showing signs of wear and tear</li> <li>Annual pupil health and safety audit</li> </ul>	<ul style="list-style-type: none"> <li>to enable safe play</li> <li>identify and make safe equipment and building</li> </ul>	Termly audit	School Business Manager HT with pupils	Safe trim trails Safe equipment and building
Review lighting levels and colour schemes to ensure they are sympathetic to the needs of pupils	Decoration plan LC VAT funding request for electrical upgrade (allow LED lighting capacity)	Ongoing	Premises Manager/ Premises Committee	Lighting upgrade
Ensure visually stimulating rooms and corridors	Ensure that the classroom environments are adapted to the needs of all pupils. This may mean attractive, colourful and lively displays and role play areas but may also need to consider the classroom environment being over stimulating and distracting for some learners	Ongoing	All staff	Environment fit for purpose
Ensure disabled parents have every opportunity to be included and involved in all aspects of school life	Provide temporary parking permits utilise church car park with permission of Father Adrian	Ongoing		
To maintain accreditation of the school's Travel Plan and Healthy Schools award	Continued work towards Travel Plan and Healthy Schools targets		Allocated staff members	Accredited awards