

ST MONICA'S CATHOLIC PRIMARY SCHOOL

Disability and Accessibility Plan



'Strive to succeed in the presence of God'

Together – as a Catholic community

Everyone - children, staff, parents, carers and parish

Achieves – in their unique way and tries to be

More – like Jesus

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Disbaility and Accessibility plan September 2022-2025

We are committed to providing an environment that enables full curriculum access that 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.

We believe that this accessibility plan is compliant with current legislation and requirements as outlined in the Equality Act 2010, Schedule 10 (which incorporates the SEN and Disability Act, 2001 and the Disability Discrimination Act, 1995)

This policy has been adopted in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised every 3 years. Attached to this policy is the Accessibility Action Plan showing how the school will address the priorities identified in the Access Audit Checklist conducted every three years.

At St Monica's Primary School we are committed to:

- Ensuring we are an inclusive school
- Improving and maintain access to the physical environment of the school adding specialist facilities as necessary
- Increasing access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (if the school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Removing any factors which are barriers to including any pupils with a disability

- Staff development so that they can effectively support the needs of all pupils
- Working with parents, the wider community and multi-disciplinary teams
- Improving the availability of accessible information to disabled pupils

The School's Context

St Monica's Catholic Primary School is a mainstream school for boys and girls age range 4 years to 11 years old. The school comprises of one school building, which has been extended over the years. There is a levelled ramp from the reception area leading into the KS1 corridor. All the KS2 classrooms (except for both Year 6 classrooms) can be accessed from the outside classroom fire door. All toilets and main areas, such as the school halls and playgrounds, can be accessed from all classes.

Access audit

Feature	Description	Next steps for improvement
Number of storeys	<ul style="list-style-type: none"> ● One level across the school with the exception of one year 6 class on the first floor. 	
Corridor access	<ul style="list-style-type: none"> ● All corridors are accessible. ● Corridors are kept clear from obstructions. ● All corridor doors have double doors which can be open to allow wider access. 	
Lifts	<ul style="list-style-type: none"> ● No lift 	
Parking bays	<ul style="list-style-type: none"> ● No disabled parking bays available 	Application/s to be made (when required) for access for parents who have a disability badge to park on the school road.
Entrances	<ul style="list-style-type: none"> ● All entrances are accessible. There is a ramp from the KS1 playground to the KS1 corridor. The flooring is flat levelled. 	
Ramps	<ul style="list-style-type: none"> ● There is a ramp leading from the infant corridor to the infant playground and from the infant playground to the junior playground 	
Toilets	<ul style="list-style-type: none"> ● Disabled toilets are located in the main reception and KS1 corridor. 	

	<ul style="list-style-type: none"> • There is one shower available in the school. • Changing facilities are available in the KS1 disabled toilet. • Both assisted toilets are fitted with a handrail and a pull emergency cord. 	
Reception area	<ul style="list-style-type: none"> • The Main Office is accessible from outside via fob entry. 	
Emergency escape routes	<ul style="list-style-type: none"> • Personal Emergency Evacuation Plan's (PEEP) are carried out with all disabled pupils /staff. 	<ul style="list-style-type: none"> • PEEP's reviewed regularly in light of pupil needs
Outside Areas	<ul style="list-style-type: none"> • Yellow lines are painted on steps to highlight change in surface. 	<ul style="list-style-type: none"> • Lines repainted regularly
Other	<ul style="list-style-type: none"> • Pupils with hearing impairment are placed in classrooms with better acoustics. • The school has internal emergency signage and escape routes which are clearly marked. 	

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

St Monica's Catholic Primary School Accessibility Plan 2022-2025

Increase access to the curriculum for pupils with a disability				
Target	Who	Strategy	Timescale	Success Criteria
Effective communication and engagement with parents	Assistant Headteacher for Inclusion	Termly consultations with staff parents/carers LSP / Annual Review meetings with Inclusion Manager School induction meetings Application of EHCP (MAM) meetings	In place and ongoing	Parents/carers fully Informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	Assistant Headteacher for Inclusion	Epipen training Intimate care policy and where necessary trained staff Training from SALT, SWERRL, PT/OT, Teacher of the deaf service, Joseph Clarke (VI) and ASD advisory team Access to courses, CPD Outreach support from local special schools Waverley, West Lea, Russet House and Oaktree Online resources for CPD shared with staff Ongoing guidance from specialists e.g. children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.	In place and ongoing: Epipen Training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Assistant Headteacher for Inclusion	Strategic deployment of support staff/intervention Use of ICT (assisted technologies) eg: Clicker, PenPal. Purchase and allocation of resources as needed, eg: slope boards, wobble cushions, reading rulers, coloured exercise books / overlays, footrests, pencil grips, adapted pens, chew/fiddle toys, individual I pads, laptops and chromebooks.	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps and assisted technologies

		Ensure specialist equipment (eg: hearing aids) are checked daily and seek advice if needed		
Adaptations to the curriculum to meet the needs of individual learners	Assistant Headteacher for Inclusion Assessment co Ordinator Health and safety co ordinator	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills through IDL and IOTA touch typing programme. Where applicable use of access arrangements for assessment/National tests Every effort is made to provide the most suitable classroom for the needs of the individual child Pupils have access to a daily mile and the chance to increase their upper body strength due to the equipment provided Pupils can evacuate effectively in a fire drill Evacuation plans are in every classroom and teachers are briefed when going into a new classroom	In place and ongoing	Needs of all learners are met enabling positive outcomes
Improve educational experiences for visually impaired pupils	Assistant Headteacher for Inclusion	Consult Joseph Clarke (JC) service Use of VI equipment such as magnifiers/braille keyboard/enlarged reading materials, coloured overlays to be used based on identified needs ICT (assessment report) specialist advice provided by Joseph Clarke Training of sighted guides Environmental audit	In place when required - regular visits from Joseph Clarke Team.	Teaching aids, white boards IWB projecting onto individual laptops etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils	Assistant Headteacher for Inclusion	Daily maintenance and use of radio aids/BAHA system. Soundfield systems if recommended by the Teacher of the Deaf impairment team Acoustic tiling in the main school hall	In place when required - regular visits from Teacher of the Deaf Team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.

Improve and maintain access to the physical environment

Target	Who	Strategy	Timescale	Success Criteria
Provision of wheelchair accessible toilets	Health and safety coordinator	Maintain wheelchair accessible toilets with clinical waste bins	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	Health and safety coordinator	Double doors which can be opened to allow for wheelchair access Clear route through school	In place and ongoing	School will be fully accessible for wheelchair users
Improvements to help the visually impaired	Health and safety coordinator	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed with the support from Joseph Clarke	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.

Improvements to help the hearing impaired	Health and safety coordinator	Where necessary instalation of Soundfield system Alarm linked to fire alarms	Future plan	Learning experiences of pupils with hearing difficulties enhanced
Maintain safe access around exterior of school	Health and safety coordinator	Ensure that pathways are kept clear of vegetation	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	Health and safety coordinator	Awareness of flooring, furniture and layout in planning for disabled pupils	In place and ongoing	People with disabilities can move safely around the school

Improve the delivery of written information to pupils

Target	Who	Strategy	Timescale	Success Criteria
Availability of written material in alternative formats	Assistant Headteacher for Inclusion	Improve availability of information for parents – display appropriate leaflets for parents to collect from main reception area (or emailed) SEND school information on school website	In place & ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Assistant Headteacher for Inclusion	Seek and act on advice from specialists the requirements of individual pupils Use of magnifier where appropriate Ensure large clear font used in documentation Visual prompts to be used to support pupils'	In place & ongoing	Pupils able to access all school documentation

		access to print Interactive whiteboard		
Visual signage around the school is suitable for non-readers, is clear and well situated and available in relevant formats.	Site Manager/ Teachers	To ensure all staff provide school information in as format that meets pupils needs.	Ongoing	Pupils are able to navigate the school regardless of any disability.

