

St William of York Catholic Primary School



Accessibility Policy & Plan

Signed _____ Chair of Governors

_____ Head Teacher

Date: 25th March 2021

Review date: March 2024

St William of York Catholic Primary School

Accessibility Policy & Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

The Accessibility Plan contains relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; 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.
- Improve and make reasonable adjustments to the delivery of **information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
 - Equality Policy and objectives
 - Special educational needs (SEN) Policy & information report
 - Supporting pupils with medical conditions policy
- These policies can be found on the school website www.stwilliamofyork.co.uk/ or alternatively ask for a paper copy at the school office.

Access to the environment

AIM: The physical environment of school is improved to increase access for disabled members of the school community

	Priority	Action	Timescale	Responsibility	Outcome	Progress
SHORT TERM	Disabled toilets with wheelchair access are available in Infant and Junior areas of the school. These incorporate hoists and treatment beds	Ensure hoists in full working order. Ensure equipment/stock replenished as needed	Any issues reported immediately Thoroughly checked half termly	Caretaker All users have responsibility to report any issues	Children's dignity is maintained	
	Ensure that the edges of steps are visible. Paint and maintain the edges of each step as required	Steps checked & painted as necessary	Checked half termly	Caretaker	All steps are highly visible to all members of the school community	
	Classrooms are organised to promote the participation and independence of all children.	SENCO to liaise with outside agencies; OT, PT to write access plans for disabled pupils. Disseminate information to class teachers	As required	SENCO Class teachers	Classroom layout and furniture reviewed to ensure accessible for all children.	
	All out of school activities are planned to ensure, where reasonable, the participation of the whole range of children	Liaise with provider. Complete a visit if site has not been used previously. Thorough risk assessment	As required	Provider/Co-ordinator	All out of hours activities will be conducted in an inclusive environment as far as is possible.	
MEDIUM	On admission children	SENCO to liaise	September 2021 &	HT	Adjustments made	

TERM	with specific needs are assessed & adjustments are made to ensure their physical needs are met	with agencies, parents & class teachers to ensure adjustments are made	each September (or if in-year transfers)	SENCO Caretaker	to ensure access for all	
LONG TERM	Utilise an area of the school to provide quiet/sensory area	Identify an area, purchase sensory equipment	JAN 2022	HT SBM SENCO	Pupils suffering sensory overload have a safe/quiet space	

Access to the curriculum

Aim - To increase the extent to which disabled pupils can participate in the school curriculum

	Priority	Action	Timescale	Responsibility	Outcome	Progress
SHORT TERM	Use B-Squared to assess pupils who are not meeting expected levels of progress	Ensure staff know how to use the updated B-Squared programme	May 2021	SENCO ICT Co-ordinator	Staff are using B-Squared to assess children & know next steps	
	Ensure all staff are aware of, and able to use, SEN software and resources.	Ensure staff know how to use Lexia & this is being used regularly	May 2021 Lexia usage checked weekly	SENCO ICT Co-ordinator JW	Staff are confident & can support children to use software	
	Ensure relevant Apps are available on school ipads	Audit all ICT resources, provide list to class teachers & ensure they know how to use Apps	May 2021	ICT Co-ordinator	ICT is used appropriately to support children's learning	
	Ensure the use of ICT equipment is embedded into planning & used effectively to support children	Allocate school laptops to support children with specific difficulties	May 2021	ICT Co-ordinator SENCO	ICT is used appropriately to support children's learning	
	Teachers and Teaching Assistants receive training to support children with disabilities.	Identify staff for training. NELI training Precision teaching ROAR training	July 2021	HT SENCO	Staff are effectively skilled and children make measurable progress	
	Ensure SEND support plans are written & include SMART targets.	Training provided by Inclusion Consultant	June 2021	HT	Children have achievable &	

	These targets are shared with pupils & parents	on the writing of support plans. SENCO to monitor SMART targets		Inclusion Consultant SENCO	measurable targets	
	Classrooms are organised to promote & support inclusion of all pupils	Review & implement suitable layout of furniture & resources to support the learning processes in individual classrooms/bases	May 2021 (reviewed regularly)	SENCO Class teachers	Lessons should start without adjustments having to be made to accommodate needs of individual pupils	
	Ensure pupils identified as having dyslexia/dyspraxia/ASD/ADHD/SPD have access to suitably differentiated curriculum	Coloured overlays/whiteboards, buff coloured paper, multisensory approaches. Visual timetables, movement/rest breaks. Acceptance of methods of recording.	June 2021 (reviewed regularly)	SENCO	Children with SEND will have full access to the curriculum achieve success & strengths will be recognised	
	Ensure the school council is representative of the whole school community	Hold elections for school council each academic year. Invite specific children to join if necessary to ensure representation	Sept 2021 & every September	HT	Disabled children have a voice on the school council & are involved in decision making	
	Carry out audit of need	Complete SEND information report & an audit of need	September 2021 & each September	SENCO	Ensure specific resources are provided to meet the needs of all children	Audit completed Jan 2021 due to new SENCO appointment

MEDIUM TERM	School Improvement Plan responds to the needs of children with disabilities.	SIP emphasises that objectives relate to all children regardless of their disability	Sept 2021 & each September	HT SLT Govs	Clear Equality Policy & annual objectives	
	Ensure that disabled children participate equally in after school and lunchtime activities	Audit of children attending clubs. Pupil voice questionnaires with SEND pupils	Sept 2021	SENCO Co-ordinators	Disabled children confident and able to participate equally in out of school activities	
	Ensure EHCP is applied for as necessary	SENCO to observe graduated response, ensure plan, do, assess, review cycle & apply for EHCP if necessary	Apply for 1 pupil by April 2021. Review termly	SENCO	Barriers to learning are removed & children are supported	
	Review staffing – opportunity for learning mentor role	Member of staff to be appointed to mentor role	Sept 2021	HT	Children’s well being & learning needs addressed	
	Ensure mental health is not a barrier to learning	Form a working party to discuss & review mental health & well being	May 2021	HT SENCO JW	Children’s well being & learning needs addressed	
LONG TERM	Work with PVI settings to ensure children with SEND are identified early	Work with providers to ensure early identification & smooth transition	Spring terms	SENCO EYFS staff	Provision in place when children start school	
	Consider setting up of a playgroup	Work with parents & local community groups to identify children & signpost parents appropriately	Sept 2022	HT EYFS staff	Children are identified early. Provision & support offered	

Access to Information

Improve the delivery of information to the school community

	Priority	Action	Timescale	Responsibility	Outcome	Progress
SHORT TERM	Ensure communications with parents are clear & explicit. To value the contributions of parents & to encourage their participation in their child's education	Home-School link books for some pupils. Termly reports, SEN meetings as requested. As much information on school website as possible. Use of App PA Connect.	Sept 2021	HT SENCO	Improvement of information to disabled pupils & their families	
	Include discussion of access to information in all annual reviews.	Ask Parents/Carers and children about access to information and preferred formats in all reviews.	At annual reviews	SENCO	All parents receive information in a format they can access	
	Ask parents/Carers about access needs when child is admitted to school. Provide information in alternative formats when requested.	Gather information when child is admitted into school	On admittance to school	SBM	All parents receive information in a format they can access	
	Ensure appropriate information is distributed to parents of disabled children.	Routinely distribute information from disability groups to parents of disabled	As required	SENCO SBM	Increased confidence of parents of disabled children with	

		children			regard to information concerning the disability	
MEDIUM TERM	Children with specific difficulties with presenting information are given opportunities to present work in different formats (mapping etc) or using ICT Children continue to develop awareness of their access needs & preferred learning styles.	Encourage discussion between staff & pupils	Sept 2021	SENCO Class teachers ICT Co-ordinator	Children are able to articulate their access needs	
	Children with specific learning difficulties will have opportunities for typing practice to increase their typing speed to ensure they are able to use ICT efficiently & with greater impact.	Ensure children are given opportunities for typing practice. Pupil support plans will reflect this	Dec 2021	SENCO Class teachers ICT Co-ordinator	Typing speed improves having a greater impact on quality & quantity of work produced	
LONG TERM	Access & reporting arrangements for end of year tests (particularly end of KS) will be reviewed to ensure children with specific difficulties are not	SENCO & assessment co-ordinator to liaise with class teachers. Testing for access arrangements for Y6 discussed with	Jan 2022 & each Jan thereafter	HT Assessment co-Ordinator SENCO	Children are able to participate to the best of their ability – tests do not present a barrier	

	disadvantaged	Inclusion Consultant				
	Consider the use of translators/providing information in a variety of languages should the need arise	Liaise with EMTAS/Big Word as necessary	As required	SENCO EAL co-ordinator	Written/spoken information is not a barrier to EAL parents	

Acronyms

SENCO – Special Educational Needs Coordinator

NELI – Nuffield Early Language Intervention

SIP – School Improvement Partner

EAL – Education as an Additional Language

EMTAS - Ethnic Minority and Traveller Achievement Service

ICT – Information Computing Technology

HT – Head Teacher

SBM – School Business Manager

PVI – Private, Voluntary & Independent

EYFS – Early Years Foundation Stage

EHCP – Educational Health Care Plan

SLT – Senior Leadership Team

SMART – Specific, Measureable, Achievable, Relevant, Timed

OT – Occupational Therapist

PT – Physical Therapy