

# St. Michael's Catholic Primary School



Whole School Accessibility Plan

March 2015-2018

Approved by Governors 3.3.15



‘With Jesus we can *achieve* what we *dream* and *believe*’

## Vision and Values

At St Michael's we are committed to providing a welcoming, safe and happy learning environment for all pupils. We aspire to ensure our children thrive, do their best and acquire the necessary skills to become lifelong learners. We have the highest of aspirations for all our pupils and provide them with a very wide range of learning opportunities to be very successful.

Our school endorses the Liverpool Inclusion definition that says:

*'...removing barriers is as much about encouraging positive attitudes and behaviour traits as it is about removing physical barriers'*

### **Liverpool's Accessibility Strategy 2014-17**

Under 'The Equality Act 2010' which came into force on 1<sup>st</sup> October 2010 schools must have an Accessibility Plan. The Equality Act replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as the previous legislation, in that *"schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation"*.

An accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy is:

- Reviewed and reported on annually and drawn up/updated every three years
- Approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the head teacher. At St Michael's the plan will form part of the school's School Improvement Plan, monitored by the Headteacher and evaluated by the Health and Safety Committee.

At St Michael's, where disabled pupils are placed at a substantial disadvantage, we will seriously consider whether any reasonable adjustment can be made to overcome that disadvantage. This will be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

## **Definition of Disability**

A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

## **Purpose of the Plan**

This plan shows how St Michael's intends, over time, to increase the accessibility for disabled pupils, staff, parents/carer's and visitors.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities

We recognise the need to provide adequate resources for implementing plans and will regularly review them. Whole staff training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- ✓ Asset Management Plan
- ✓ Behavior Management Plan
- ✓ Curriculum Policy
- ✓ Critical Incident Support Plan
- ✓ Equal Opportunities Plan
- ✓ Health and safety Plan
- ✓ Equality Plan
- ✓ School Improvement Plan
- ✓ Special Educational Needs Plan
- ✓ Staff Development Policy

### Information Gathering

To ensure we develop a meaningful Access Plan we will consider the following assessment points:

- ✚ The nature of the school population for whom we are planning, pupils already in the school and the nature of the future intake
- ✚ The nature of the school, including a consideration of the impact of the school's existing plans and priorities
- ✚ Audit the school's strengths and weaknesses in working with disabled pupils. This might include:
  - ✚ The level of staff awareness of Equalities legislation
  - ✚ The presence of disabled pupils and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after school clubs and school visits, parts of the school to which disabled pupils have no or limited access.
  - ✚ The impact on disabled pupils of the way the school is organized, for example, school policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning.
  - ✚ The physical environment of the school
  - ✚ The curriculum
  - ✚ The ways in which information is currently provided for disabled pupils
  - ✚ Outcomes for disabled pupils including exams and end of key stage results and achievements in extracurricular activities

In reporting the findings it will be necessary to include enough detail to be informative but not so much as to breach confidentiality.

### **Involving disabled people**

The plan will be informed by:

- The views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the local authority

The plan will evidence how these views have influenced our plan

### **Review and Evaluation of the Plan**

Access plans will be reviewed annually and renewed every three years. This Accessibility plan will be monitored through the Health and Safety Governors Committee. The school will work in partnership with the Liverpool Archdiocese and Local Authority in developing and implementing the Accessibility Plan.

The Accessibility Plan may also be monitored by OFSTED during inspection processes in relation to Schedule 10 of the Equality Act 2010.

### **Making our Accessibility Plan Available**

Our plan will be available on our school website.

For further guidance and support contact Mrs. Birch –SENCO.

**Aim: To improve the delivery of information to disabled pupils and parents. To improve the extent to which disabled pupils can take advantage of education and associated services**

**Access to Information/Communication**

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
<b>SHORT TERM</b>	Review information to parents/carers to ensure it is accessible.	Ask parents/carers about access needs when child is admitted to school.	On going	SBM/Admin	All parents getting information in format that they can access e.g. tape, large print.	
		Parental questionnaire each parent evening.	Twice	SLT		
		Review all letters home to check reading age/Plain English	Yearly		All parents understand the headlines of the information	
		Use of dyslexic pastel paper in correspondence	(on going)	Admin		
		Produce newsletter in alternative formats e.g. large print	On going		Parent feel supported and included	
		School office will support and help parents to access information and complete school forms		Admin		
Ensure website and all document accessible via the school website can be accessed by the visually impaired.	On going		Attendance at workshops by invitation			
				ICT Team		

	Ensure all staff are aware of guidance on accessible Formats.	Distribute guidance on good practice in accessible formats. Guidance to staff on dyslexia and accessible information		SENCO	Staff start to produce routine information to children in more accessible ways.	
	Inclusive discussion of access to information in all annual reviews.	Ask parents/carers and children about access to information and preferred formats in all reviews. (Questionnaire)		SENCO/Admin	Staff more aware of pupil's preferred methods of communication.	
	Children become more aware of their own learning styles and access needs	Include access to information in Circle Time Encourage pupils to express their access needs and explore learning styles		All teachers	Children able to articulate their access needs and understand their own learning styles.	
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>	<b>Outcomes</b>
<b>MEDIUM TERM</b>	Review all signs in school.	Gradually replace written signs including symbols. Put symbols onto displays to enhance text.	May 2015	AR/DA/PMcK	Everyone can understand signage and find way around school. Language other than English to be visible in school	

To review children's records ensuring school's awareness of any disabilities.	Information collected about new children Records passed up to each class teacher Transition meetings Annual reviews Medical forms updated annually for all children Personal care plans Significant health problems –children's photos displayed on staffroom notice board/information kept in separate file in staff room	On going	NB/PB/DA	All staff aware of children with disabilities	
In school record System (Sims.net) to be reviewed and improved where necessary.	Record system reviewed SEN status monitored and regularly updated in Sims.net	Sept 15	Admin/NB/DA	An up-to-date in formative system which staff can access	
Develop visual timetabling in all classes.	Staff meeting to share good practice	July 15	SENCO	All children clear about timetable and secure about what is happening	
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>	<b>Outcomes</b>



<b>LONG TERM</b>	Redesign school brochure to be accessible	Seek advice making information accessible  Redesign brochure in Plain English etc. and ensure it explicitly welcomes disabled children and those with SEN	Dec15/ Jan16	AR/DA/NB	Parents/carers feel confident in the information they have about the school	
	Review content of information collected when a pupil is admitted to school	Design checklist proforma ensuring all essential data is collected at time of admission	Sept 15	AR/DA/NB	Parents have confidence school is in receipt of accurate up to date information	

**Aim:** To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

**Access to the Physical Environment**

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
<b>SHORT TERM</b>	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT/Site Manager	Enabling needs to be met where possible.	
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.	
	Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of Access/care plan process. Include questions in the confidential pupil information questionnaire about parents/carers access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.	

<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p> <p>Ensuring disabled parents have every opportunity to be involved</p>	<p>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p> <p>Utilise disabled parking spaces for disabled to drop off &amp; collect children</p> <p>Arrange interpreters from the RNID to communicate with deaf parents</p> <p>Offer a telephone call to explain letters home for some parents who need this</p> <p>Adopt a more proactive approach to identifying the access requirements of disabled parents</p>	<p>With immediate effect to be constantly reviewed</p> <p>With immediate effect to be constantly reviewed</p>	<p>Head Teacher SENCO</p> <p>Whole school team</p>	<p>To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education</p>	
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Improve signage and Lighting around site	Replace external light bulbs immediately when blown out	On going	Site Manager	Access around the site easier for all.
	Install new security lighting to improve visibility in poorly lit areas of school grounds	Sept 2015	Site Manager	
	Full site survey of signage and get appropriate colours/styles and symbols for signs and replace temporary ones		Headteacher/ SENCO/Site Manager	
Disabled access parking bay needs access to reception	Install a dropped kerb to enable access to the reception from car park	July 2015	Site Manager	Easy access from car park to reception for wheelchair users/people with pushchairs etc.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
<b>MEDIUM TERM</b>	Improve access into infant building main entrance.	Door retention strip on floor is to be changed out/sunken into ground to allow better access.	July 2015	Headteacher/SLT/ Site Manager	Access around the site easier for all.	
		Open out entrance/ remove second door set to enable better turning and more space in entrance area.	July 2015	Headteacher/SLT/ Site Manager		
		Hub/Sparkles side entrance door needs replacing to adhere to HM Government building regulations 2010.	Dec 2015	Headteacher/SLT/ Site Manager	Access around the site easier for all.	
	Improve external access into infant building classrooms.	Year 1 classroom side entrance door needs replacing to adhere to HM Government building regulations 2010.	Dec 2015	Headteacher/SLT/ Site Manager		
		Source single opening with small leaf, as current doors have to be fully opened to allow access to chairs etc.	Dec 2015	Headteacher/SLT/ Site Manager	Better access to main reception.	
	Improve access into main reception in Junior building					

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
	Continue to develop playgrounds and facilities.	Look for funding opportunities, Using Budget planned over long term.	Ongoing	Whole school approach	Inclusive child-friendly play areas.	
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters	Ongoing	SLT/Site Manager	Minimise accidents	
<b>LONG TERM</b>	Ensure all fire escape routes are suitable for all	<p>Request advice from Building Surveyor and Fire Officer on accessibility of exit routes and fire doors</p> <p>Use Fire audit to ascertain any requirements highlighted</p> <p>Install ramps to make level egress on all fire exits</p> <p>Alter the fire doors to make them accessible to disabled people</p>	May 2016	Governors/SLT/ Site Manager	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.	

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

Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
<b>SHORT TERM</b>	To identify pupils who may need additional to or different from provision	a) To liaise parents, previous settings and professionals involved with the families and establish needs b) Complete a access or care plan c) Set up system for information to be shared with appropriate staff	Ongoing	SENCO  Peter Burcher  Class teachers	Children's additional needs correctly identified and appropriate support in place	
	Increase confidence of staff in differentiating the curriculum	a) Undertake audit of staff training needs on curriculum access. b) Assign in service days to training identified e.g. dyslexia, differentiation, alternative recording, ASD friendly practice	By July 2015  From Sept 2015	SENCO  Head	Confident staff deliver an effective differentiated curriculum to all	

	Ensure LSAs have access to specific training on disability issues	<p>a) Use staff audit to identify LSA training needs and inform Professional Development process</p> <p>b) Organise training highlighted from audit</p>	<p>By July 2015</p> <p>On-going</p>	<p>SENCO</p> <p>Head</p>	<p>Children's needs met by staff following appropriate training</p>	
	Develop consistent approach to differentiation and alternative recording in school	<p>a) Devise and consult on model school policy with good practice guidance</p> <p>b) Organise 2 staff meetings to share good practice</p>	By July 2015	All staff	All staff confident and consistent in range of differentiation strategies and use of alternative recording.	
	Ensure all school trips and camp are accessible to all	<p>a) Develop guidance for staff on making trips accessible</p> <p>b) Investigate any new camp location that is accessible</p>	By July 2015	<p>Headteacher</p> <p>All staff</p>	All children in school able to access all school trips and take part in range of activities.	
	Ensure disabled children participate equally in after school and lunch time activities	<p>a) Survey participation in clubs at lunch and after school by disabled children</p> <p>b) Organise additional activities for excluded pupils</p>	July 2015	<p>SLT</p> <p>All teachers</p>	<p>Clear overall picture of the level of engagement of disabled children in clubs.</p> <p>Disabled children confident and able to participate equally in out of school activities.</p>	



	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
<b>MEDIUM TERM</b>	Ensure all staff are aware of, and able to use, SEN software and resources	<ul style="list-style-type: none"> <li>a) Audit all SEN ICT and other resources and make list available to all staff</li> <li>b) Order resources required</li> <li>c) Run individual training sessions on use of SEN Software e.g. predicted text, Widget</li> </ul>	<p>By Sept 2015</p> <p>From Sept 2015</p>	<p>SENCO</p> <p>ICT Lead</p>	Wider use of SEN resources in mainstream classes supported by confident and trained staff.	
	Review PE Curriculum to make PE accessible to all	<ul style="list-style-type: none"> <li>a) Gather information in accessible PE and Disability Sports</li> <li>b) Invite disabled sports people in for particular sessions</li> <li>c) Review PE curriculum to include disability sports</li> </ul>	<p>By Sept 2015</p> <p>On-going</p> <p>By Sept 2015</p>	<p>SENCO</p> <p>PE Coordinator</p> <p>"</p> <p>"</p>	All children able to access PE and disabled children more able to excel in sports.	

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
<b>LONG TERM</b>	Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality b) Ensure new staff access similar CPD courses	2016	SENCO	All staff work from a disability equality perspective.	
	Develop links with local special school to improve understanding of curriculum	a) Organise opportunities for staff to observe their curriculum area at Local Special School b) Establish link meetings for curriculum coordinators	2016 "	SENCO SENCO	Increased confidence of staff in developing their curriculum area accessibly.	
	Develop system for involving LSAs in curriculum planning	a) Establish joint LSA/ teacher planning opportunities b) Set up system for joint LSA/teacher evaluations	2016	SENCO Class teachers	Improved involvement of LSAs in planning and evaluation of lessons.	
	Lessons are planned and delivered to best meet the needs of children.	a) Carryout lesson observations with an emphasis on inclusion strategies by teaching staff	Sept 2016	SMT	Lessons delivered are fully inclusive and children are given the opportunity to reach their full potential.	