

# St. Vincent's Catholic Primary School

## ACCESSIBILITY PLAN 2022 - 2025

### PURPOSE OF PLAN

The purpose of this plan is to show how St. Vincent's Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

### 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 affect on his or her ability to carry out normal day-to day activities.

### LEGAL BACKGROUND

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LAs against either current or prospective disabled pupils in their access to education.

### AREAS OF PLANNING RESPONSIBILITIES

- Increasing access for disabled pupils to the school 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 access to the physical environment of schools (*this includes improvements to the physical environment of the school and physical aids to access education*);
- Improving the delivery of written information to disabled pupils (*this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame*).

### CONTEXTUAL INFORMATION

St. Vincent's Catholic Primary School was built in 1932. Since 2014 the premises has undergone a range of structural changes that has made the school fully accessible, e.g. levelled floors and ramps. A Disabled Toiled is installed.

### THE CURRENT RANGE OF DISABILITIES WITHIN ST VINCENT'S

The school has children with a range of disabilities that include moderate and specific learning difficulties.

We have a small number of children and staff who have allergies: including one pupils with serious allergies. Some pupils use inhalers. We also have pupils with a range of mild learning difficulties, communication difficulties and psychological disorders. 7 pupils have an EHCP. The school liaises with a variety of professionals to ensure the best possible education, within our power, for all disabled pupils. When children enter school with specific disabilities, the school immediately contacts the L.A. professionals for assessment, support and guidance for the school and parents.

We have seven Paediatric First Aiders in school. All medication is kept in a safe and secure place which has easy access for First Aiders and staff members. Associated policies are in place.

## **INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM**

This includes teaching and learning alongside the wider curriculum of the school, such as participation in after-school clubs, cultural activities and school visits.

Improving teaching and learning lies at the heart of any school's work. Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are always permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when suspension from an after-school club may be used as a suitable short-term sanction and to ensure the safety of other children.

The school's staffing structure includes an Intervention team of 4 staff members: led by the SENco plus, 2 HLTAs, a part time teacher and 2 TAs.

## **IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL**

This includes improvements to the physical environment of the school and physical aids to access education.

A grant application was submitted in June 2014 for funds to level the school floors – notably to provide levelled or ramped access into each classroom. This work has now been completed.

## **IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS**

This will include adapting written information for pupils e.g. handouts, timetables.

In planning, we again need to establish the level of current need and be able to respond swiftly to changes in the range of need. For example, it would be a misuse of finite school resources to commit funding to providing Braille or large print versions of all school materials (identified in italics above) if there are no children on roll who need such access. Such expensive resources might sit unused, eventually becoming out of date. However, the school will need to identify agencies and sources of such materials to be able to make provision whenever it is required. Clearly, the school's sophisticated ICT infrastructure will enable us to access a range of materials supportive to needs.

Teachers will always need to be sensitive when presenting materials to children in appropriate formats e.g. reading aloud, overhead projections, should that be necessary. This is a core part of a teacher's work.

## **CONCLUSION**

St. Vincent's is a fully inclusive school which provides for all its pupils: it has been awarded with the LA's Advanced level Inclusion Certificate. The school works successfully with multi disciplinary professional teams to deliver the right education for all pupils. Staff training will be a priority in our responsiveness for the future.

### Accessibility Action Plan 2023-24

Area of Development	Objectives	Actions	Staff involved and timing
Enable access and participation in learning	Ensure all pupils have the same opportunity to participate fully in the school curriculum.	Consult staff on awareness of individual barriers to pupils' learning and needs. Gain detailed assessments of pupil's needs and follow advice from specialists i.e. CYPS, Educational Psychologist etc. Remove barriers to learning through strategies, support and equipment.	All staff SENDco  <b>Ongoing</b>
Support emotional wellbeing and positive mental health	Maintain strong and open communication channels with parents/carers. Create a consistently calm and orderly environment. Provide professional support.	Frequently review personalised timetables. Review and replenish classroom resources i.e. fidget toys, time-out tents, Feelings Thermometers etc Schedule time in the 'Wellness Area'. Schedule time with the school's child psychotherapist.	All staff SENDco  <b>Ongoing</b>
Respond safely to challenging situations.	All pupils and all staff are always safe.	New staff trained in Safer-Handling Review and rehearse systems are in place for staff to call for assistance if necessary.	
Monitor and maintain the physical environment	Ensure the physical environment is safe and accessible for all (including staff).	Gather feedback about the physical environment.  Review environment and identify and further adaptations which could be made to make it more accessible if necessary.  Caretaker to maintain the physical area and highlight and remedial work that may need to be undertaken.	Head teacher Governors Caretaker Ongoing