

**St Philip's Catholic Primary School, Arundel**



# **ACCESSIBILITY**

## **PLAN**

**November 2016**  
**Review November 2017**

## **Vision and Values**

At St Philip's Catholic Primary School we believe that each person is created in God's image and likeness and that every individual has the right to access and enjoy a broad and balanced curriculum. We celebrate difference and the diversity that it brings to our school community. We are committed to inclusion and to equal opportunities regardless of age, gender, race, ability or disability. This plan reflects the values in our Mission Statement and will be reviewed by different stakeholders to ensure whole school ownership of the policy, plan and its practices.

## **Information from pupil data and school audit**

We are currently meeting the following needs of children in our school:

- Child who wears hearing aids
- Children who wear glasses
- Child with Diabetes
- Children with Asthma
- Child with brittle bones syndrome
- Child with Russell syndrome
- Children with nut allergies.

We have also successfully managed staff and children who have temporarily had to use crutches in school and manage the access of a regular visitor to our school who has limited mobility.

There are no staff, governors or parents and carers who have a serious challenging physical disability. However we should the information above change we would review that person's needs and make any reasonable accommodations that we could to ensure they had full access.

As a result of inviting feedback from parents/carers and visitors we know that most people feel very welcome in our school. Our own self-evaluation as well as our recent Section 5 Ofsted Inspection (February 2012), Section 48 Inspection (Summer 2012) and annual Property Development Plan meetings have not highlighted any issues regarding equal and fair access to our school and its activities. Regular discussions with the School Council and with other pupils in Circle Time have not highlighted major issues related to accessibility. Neither has there been any Health & Safety issues brought to the governors attention, related to access in our school.

We are however, mindful of the need to regularly review and evaluate our provision given that our school community needs could change. We are aware that about 7% of children under 16 may count as disabled and we wish to use every opportunity to improve our current provision and practices. This will involve raising awareness with all the stakeholders in our school community. There is a high commitment from the staff and governors to meet the needs of all.

Currently there are no areas of the curriculum which have limited access for any pupils. Children with learning difficulties have extensive support, using a wide range of strategies, to enable them to access all areas of the curriculum. Pupils with social / interaction impairments are supported at vulnerable times by being able to attend a supervised lunchtime club or by having other strategies in place eg opportunity to be in the Rainbow Room. Where children need to stay in at playtimes because of physical conditions we have strategies in place facilitate this whilst informing office staff so that supervision can be put

in place. When school trips and the Year 6 and Year 4 residential are being planned we ensure that all the pupils' medical, physical, behavioural, social and emotional needs are met. In the past we have successfully included children with very complex needs on off-site school trips and residential.

Disability and its related issues are reflected in the PSHCE curriculum and in whole school or key stage assemblies. There is full wheelchair access to all areas on the ground floor, but it would be difficult to access the classrooms, staffroom and playgrounds on the lower ground floor. This has been discussed at our recent Property Development Plan meeting and we are willing to consider possible solutions for this restriction should the need arise. After careful consideration, it has been agreed that it would be impractical to install a lift to and from the lower ground floor.

Every term we closely track achievement of pupils who have been identified with any particular needs. We successfully use the Early Learning Goals and National Curriculum sub-levels for tracking progress for all children. The monitoring of attendance does not raise any issues regarding children who have any impairments.

### **Increasing the extent to which disabled pupils can participate in the school curriculum.**

The school is very aware of the duty to make reasonable adjustments to improve access to the curriculum for disabled pupils. We will endeavour over time, to ensure that the curriculum will become increasingly more accessible, by adding individual adjustments into the curriculum, considering accessibility considerations into all new curriculum development work and by developing a planned approach to increasing access to different areas of the curriculum. We will continue to seek advice from external agencies regarding particular disabilities which may limit access to the curriculum. We will also ensure that a positive disability role model is portrayed in books and curriculum resources.

The investment of curriculum and human resources will continue to be effectively managed and sustained by:

- Focus on long term and medium term planning based on the new National Curriculum.
- Clear assessment of attainment using National Curriculum levels for the full range of pupils, including Speaking & Listening.
- Tracking progress of all pupils and groups of pupils.
- Working collaboratively within the school and sharing good practice especially with our Deanery Schools and Locality schools.
- Maintaining the extended and permanent deployment of Learning Support Staff.
- Developing the use of ICT which has included interactive whiteboards being installed in all classrooms, a data projector being installed in the hall, 48 laptops being available for groups of children or individuals, provision of an interactive whiteboard in the newly created meeting/teaching room (where the library has been relocated downstairs) and a range of digital cameras and a digital video recorder being available.
- Increase staff awareness of evidence related to studies about pupils with disabilities through professional development, information available in written form or in the intranet/internet.
- Pupil grouping and use of peer support.

This Accessibility Plan forms part of the School Improvement Plan. Subject Leaders and Subject/Aspect Governors will give due regard to accessibility issues in their subject/aspect. The SENCO will continue to review the needs of the children and their access to the curriculum with the class teachers in termly network meetings. Regular

meetings with parents will take place where necessary. Learning Support Assistants will continue to help pupils to connect with the curriculum, support independence and promote social interaction. Timetabling and planning will continue to enable pupils to work at different levels. Withdrawal sessions will be carefully monitored where they are needed to meet specific learning outcomes. Visual timetables are widely used in the school.

This Accessibility Plan links directly with curriculum development by:

- supporting high expectations.
- target setting and monitoring progress.
- checking for accessibility with curriculum reviews.
- professional development and support for all staff on inclusive classroom practice and on specific disability issues where necessary.

Our inclusive approach to accessibility will continue to be reflected in the wider curriculum including increased provision of after school clubs, lunchtime clubs, sporting & musical events and in the Year 6 and Year 4 residential. We will continue to identify barriers for vulnerable pupils and do our best to resolve the difficulties by making reasonable adjustments.

### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

We are aware of our duty to make planned improvements to the physical environment to increase access for disabled pupils to education and associated services. We are able to provide quiet spaces for pupils on the autistic spectrum and provide a variety of spaces for use at lunchtimes and playtimes according to the pupils' needs. When arranging off-site visits or residentials, we are mindful of all the needs of the pupils involved and will make reasonable adjustments to ensure these needs are met, which might involve discussions with the pupils' parents /carers.

We work closely with our Locality group of schools to identify ways of providing, or signposting, an extended day so that the needs of the children in our group of schools can be met even more effectively. Through consultation with local practitioners 'before and after' school Childcare has been established within the school building, which is accessible for children from both Arundel schools and is currently offered by external providers The Learning Tree.

**We have:**

- improved our signage at the front of the school
- an Extended Services noticeboard at the front of the school.
- implemented high level light cleaning on a programme to improve lighting
- ensured that the Fire Bell can be heard in the outside areas.
- ensured that the Fire Bell can be heard by the child who has a hearing impairment, and taking action if necessary
- emergency lighting in the disabled toilet
- an emergency pull cord in the disabled toilet
- indoor toilets on the lower ground floor
- a staff toilet and shower/changing area on the lower ground floor
- kept the reprographics into a separate and contained area off the main fire exit route
- improved lighting at exit doors
- improved layout of Headteacher's and Deputy Headteacher's room and school office with separate room for the Bursar thus facilitating better working environments and safer routes around school.

- a dedicated place for staff to work when on PPA within our staffroom.
- provided a bigger music room to better meet the needs of the increasing number of children who have peripatetic music lessons.
- provided a kitchen to facilitate delivery of hot school meals in line with government recommendations.
- developed cellar area to provide cloakrooms for Year 6 as well as five storage bays.
- provided an additional playground to increase available space for children to use at playtime.
- ensured that all pupils are able to follow the Fire Plan and evacuate the school safely if the fire alarm is activated. Identified adults are linked to specific children who have been identified as vulnerable.
- introduced a texting service that can be used with all stakeholders.
- introduced an email facility for all stakeholders so that documents can be sent electronically and adapted according to individual needs.
- installed push taps in boys and girls toilets upstairs.
- improved internal signage for fire escapes/routes.
- increased the gathering space at the front of school for parents/carers.
- developed an allotment area with three raised beds to facilitate the best access.
- developed a quiet sitting area for reflection.
- developed a pond-dipping area for curriculum studies.
- created an outside learning space which provides shade during playtimes and opportunities for pupils to gather to reflect, perform or learn together in the outside environment.
- removed shrubs from perimeter at front of school to increase visibility for supervision.
- installed a new adventure playground suitable for use by all children in the school.
- had disability awareness assemblies
- commissioned a school website to facilitate better communication with all stakeholders and improved access to documentation.
- worked with an external provider to help us to extend the ways in which we gather the views of all our stakeholders so that we can be better informed of their views and requirements.

**In the future we plan to:**

- consider the installation of a hearing “loop system.”
- consider if it is possible to gain wheelchair access to lower ground floor and the lower outside environment.

We are aware of the need to identify barriers in the physical environment and consider this when undertaking an audit of the school environment. We also regularly seek the views of the pupils through class Circle Time, the School Council and assembly. We also work with external agencies to help us raise our awareness in areas that we had not previously considered. We will continue to do this.

We are mindful that we need also to consider the needs of future pupils and that we should be doing all that we can to provide optimum access for all in our school community. When work is being undertaken we will consider whether we could include anything to improve access e.g. increasing colour contrast around doorways or colour coding particular routes if necessary. We have undertaken an audit of the use of the school playground and our implementation of a split morning play has optimised the use of playground space for groups of children. We have use of a school field which is accessible via flint path and has sloping grass banks. Children and adults are aware of the need to take care on these surfaces and use these routes with due care and regard to safety.

## **Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.**

We are aware of the need to deliver to disabled pupils information available to other pupils within a reasonable timescale and in ways which take account of the particular disability or preferences expressed by them or their parents.

### **We already:**

- provide visual timetable for identified pupils.
- adapt worksheets for the needs of particular children.
- provide work that will support identified pupils in the holidays.
- use a range of strategies to provide feedback to pupils about their work.
- apply for extended time or enlarged print if required by pupils for end of Key Stage tests if and when necessary.
- provide school Newsletters.
- use visual / symbolic prompts for identified pupils.
- provide pictures with “child speak” instructions in dining hall.
- provide training and updates for staff regarding specific needs of children.
- maintain a list of children who have specific needs which is available to staff on duty and is displayed in the school office.
- provide laptops and other ICT hardware for children to use if it helps them to better access the curriculum or record their work.
- increase the amount of choice children have regarding what they want to learn, what they need to do next and how they record their work.
- simplifying language when necessary.

### **We will continue to consider in the future:**

- audio taping information if necessary
- enlarging print if necessary
- using picture or symbol language more extensively if necessary
- the implications for access when reviewing our Marking & Feedback policy.

We will continue to work in partnership with parents and support services to ensure we meet the needs of all the pupils, parents/carers, staff, governors and visitors in our school community. We will continue to strive to improve our provision and to achieve optimum access to the curriculum, physical environment and information for all.

## **Management, co-ordination and implementation**

We will ensure there is whole staff awareness about Disability Equality Scheme and Discrimination Act and secure the commitment of all staff to removing barriers and increasing access. To do this we will draw on support from within and beyond the school. Where necessary we will target training for particular groups of pupils / staff or aspects of school life. Good practice will be shared within and between schools.

The Governors will monitor the effectiveness of this Accessibility Plan through reporting by the Head Teacher and by considering evidence in their general work and experience in the day to day life of the school. It will be put as an agenda item on all governor committee meetings.

*The Governors will report to parents on the Accessibility Plan linking it to their reporting on arrangements for admission of disabled pupils, steps taken to prevent disabled pupils being treated less favourably and the facilities provided to assist access to the school.*

**Making the plan available.**

An electronic version of this Accessibility Plan will be made available to all staff and be available on the school website. Paper versions of this document will also be available upon request.

This Accessibility Plan will be reviewed in November 2017.