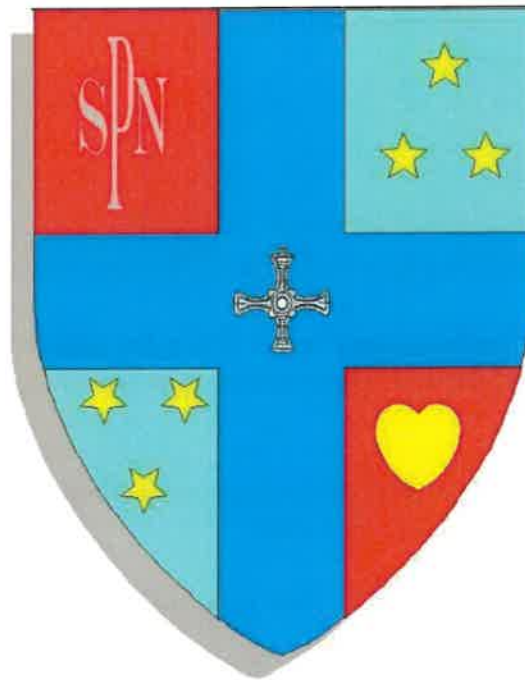


St Philip Neri Catholic Primary School

Accessibility Policy & Plan 2022 - 25



*Living & Learning together
with a Joyous Heart*

Vision, Values and Ethos

At St Philip Neri we aim to promote a learning community based upon the Gospel values of love, trust and respect, where the achievements of everyone are recognised and celebrated.

'Living and Learning Together with a Joyous Heart.

Amen

The purpose of this policy demonstrates how we will improve the quality of opportunity for disabled people in our school.

St Philip Neri Catholic Primary School is committed to ensuring the development of the whole child within an exciting, creative and caring environment. We see the school as a lifelong learning environment and support and develop the knowledge and experience of all children and adults.

We promote the inclusion of all members of the school community. In particular, the school and governing body recognize its duty under the Disability Discrimination Act (DDA) to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation by disabled persons in school life.
- Take steps to meet disabled people's needs even if this requires more favourable treatment.

The continuation of this Accessibility Policy provides us with a framework to ensure integrating disability equality into all aspects of school life and demonstrates how we are continually seeking to meet our specific duty for equality for all.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2012.

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

- Behaviour Management Policy
- Curriculum Policy
- Business Continuity Policy
- Equality Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

Physical Environment

At present there are very few parts of the school to which disabled pupils have limited or no access.

Curriculum

There are areas of the curriculum to which disabled pupils would have limited or no access. Some areas of the curriculum would present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment. Other issues would affect the participation of disabled pupils, for example; the administration of medicines, the provision of personal care, the presence or lack of role models such as images of disabled people. Policies take into account all areas.

Information

Different forms of communication are made available to enable any disabled pupil to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and Staff.

Access Audit

The first storey of the building is used for the children and has wide corridors and several access points from outside. The second story is used by staff. This section is accessed via a stair case only.

All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance has a railed ramp and features a secure lobby. Our reception has a lower counter for any wheelchair users to sign in. There is disabled toilet facility available at present which is fitted with a handrail and a pull emergency cord. There is also a shower in the second disabled toilet which is also used as a First Aid Station.

The school has internal emergency signage and escape routes are clearly marked. The school has an AED (Automated External Defibrillator) in the reception area and the pod has a sign to indicate this to any of the passing public.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be monitored through the Governor Finance and Premises Committees.

The St Philip Neri Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Ensure 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 a school fails to do this they are in breach of their duties under the Equalities Act 2012); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written 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 timeframe.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The governors and senior leadership team will work closely with the Local Authority and Diocese.

Approved _____

Date _____

Reviewed: January 2024

Next review date: January 2025

6. Action Plan

Aims and Objectives Increase access to the curriculum for disabled pupils

SHORT TERM					
Targets	Strategies	Timescale	Responsibilities	Success Criteria	
To liaise with Pre-school providers to review potential intake for Sept 24	To identify pupils who may need additional provision for Sept 24 Intake	July 22	HT EYFS teacher SENCO	Procedures/equipment / ideas set in place by Sept 2024	
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2012	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure	
To establish close Liaison with outside agencies for pupils with on going health needs. E.g. Children with diabetes, severe asthma, epilepsy or mobility issues & severe allergies.	To ensure collaboration between all key personnel	Ongoing	HT Tas / Teachers Outside agencies	Clear collaborative working approach	
To ensure full access to the curriculum for all	Outside Play visits; Employment of specialist advisory teachers; CPD for	Ongoing	Teachers	Advice taken and strategies evident in	

	children.	<p>staff and:</p> <ul style="list-style-type: none"> • An adapted curriculum to support all children • Support staff including trained teaching assistants to support children • Specific equipment to support intimate care needs. 		<p>SENCO Specialist Provision Ed Psych</p>	<p>classroom practice. ASD children supported and accessing curriculum.</p>
MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review attainment of all SEN pupils.	<p>SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents Regular reviews of support plans</p>	Termly	<p>Class teachers SENCO</p>	<p>Progress made Towards identified targets Provision mapping shows clear steps and progress made</p>

LONG TERM	<p>To promote the involvement of disabled students if applicable in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing:</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
	<p>Targets</p> <p>To evaluate and review the above short and long term targets annually</p> <p>To deliver findings to the Governing Body</p>	<p>Strategies</p> <p>See above</p> <p>Finance and Premises and Curriculum Governors meetings Inclusion Governor</p>	<p>Timescale</p> <p>Annually</p> <p>Annually Termly SEN Governor / SENCO meetings</p>	<p>Responsibilities</p> <p>SMT, Core curriculum co-Ordinator's Teachers Governors SENCO HT SMT/SEN Governor</p>	<p>Success Criteria</p> <p>All children making good progress.</p> <p>Governors fully informed about SEN provision and progress</p>

Improve and maintain access to the physical environment

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p>Improve physical environment of school required</p>	<p>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.</p>	<p>Ongoing</p>	<p>SMT</p>	<p>Enabling needs to be met where possible.</p>
<p>Ensuring all with a Disability are able to be involved.</p>	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of an individual care plan • 	<p>With immediate effect, to be constantly reviewed</p>	<p>Teaching and non-teaching staff</p>	<p>Enabling needs to be met where possible.</p>

SHORT TERM

		<ul style="list-style-type: none"> To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. 	With immediate effect to be constantly reviewed	Head Teacher SBM Specialist NHS Occupational health School Nurse	
To ensure that the medical needs of all pupils are met fully within the capability of the school. Already complete individual risk assessments for every child with a medical condition.	<ul style="list-style-type: none"> Adopt a more proactive approach to identifying the access requirements of disabled parents Ensure that new parents meetings & curriculum Parents Meetings highlight to parents how to voice their access needs. 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education	
To improve communication with parents with EAL	<ul style="list-style-type: none"> To access interpreters or invite parents to bring a family member or friend to interpret at parent evenings or any other meetings with staff. 	Ongoing	HT Teachers TA Office Staff	Good communication with all parents.	

MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 6 children	Ongoing	LA Road Safety SMT	No accidents

Improve the delivery of written information to pupils

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p>SHORT TERM</p> <p>To ensure that any children with ASD will have access to the curriculum</p>	<p>Individualized multi-sensory teaching strategies used for ASD children.</p>	<p>Ongoing</p>	<p>All staff to be aware</p>	<p>ASD children able to access curriculum.</p>
	<p>To enable improved access to written information for pupils, parents and visitors with EAL or Visual impairments.</p>	<ul style="list-style-type: none"> Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	<p>Ongoing</p>	<p>Head All Staff Office Staff</p>
<p>MEDIUM</p> <p>To ensure good communication between all staff to support children's needs</p>	<p>Information collected about new children.</p> <ul style="list-style-type: none"> Records passed up to each class teacher - Transition End of year class teacher 	<p>Annually</p>	<p>Class teachers SNAs Outside agencies</p>	<p>Each teacher/staff member aware of disabilities of children in their classes</p>

LONG TERM		<p>meetings</p> <ul style="list-style-type: none"> • Annual reviews • Vulnerability Reviews • Medical forms updated annually for all children • Personal health plans • Significant health problems – children's photos displayed on staffroom notice board, Each Class, First Aid Room, Office. 		<p>SMT All staff Teachers / TAs</p>	
	Targets	Strategies	Timescale	Responsibilities	Success Criteria