

ST. MARY'S CATHOLIC PRIMARY SCHOOL, ISLEWORTH

ACCESSIBILITY PLAN (APRIL 2016 – MARCH 2018)

Introduction

This plan identifies the ongoing actions of the Governing Body of St. Mary's Catholic Primary School to increase access to education for disabled pupils in the following three areas;

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The attached plan is fully supported and resourced by the Governing Body and will be implemented from April 2016 onwards. It will be reviewed and revised by the Governing Body annually until 2018. It should be read alongside the school's Equality Policy.

Vision and Values

At St. Mary's Catholic Primary School we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to developing a culture of awareness, respect for all, tolerance and inclusion within our school.

Information from Pupil Data and School Audit

The audit conducted by the Leadership Team in Spring 2016 indicates that the following practices are in place:

Curriculum:

- Data is obtained on any incoming pupils to facilitate advanced planning, including pupils entering the Foundation Stage and those transferring from other schools.
- Established procedures for the identification and support of pupils with Special Educational Needs;
- Detailed pupil information given to all relevant staff;

- Regular home/school liaison;
- Differentiated curriculum to enable all pupils to feel secure and make progress;
- Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, occupational therapy, literacy and numeracy;
- Special considerations for pupils taking part in tests e.g. adult readers provided for mathematics and science; scribes provided where appropriate.
- Strong links with outside support agencies;
- Consideration of children's preferred learning styles.

Physical Environment:

- Wide access doors from the corridor into all classrooms;
- Main entrance and side entrance ramps; ramps for most stepped entrances
- Regular evaluation of the school site for accessibility by the Governors' Premises Committee.

Information:

- Provision of information to pupils with a disability and their parents/carers through one-to-one meetings with the Headteacher.
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

As a school, we have set the following priorities for the development of information and data to support the school's accessibility plan:

- Annual audit of the schools' strengths and areas for improvement in working with disabled pupils;
- The impact on disabled pupils of the way the school is organised;
- Outcomes for disabled pupils.

Views of those consulted during the development of the plan

The school has set the following priorities in respect of consultation on the plan. These actions will be conducted annually;

- Issue draft plan to all staff and governors for feedback;
- Issue draft plan to parents/carers of disabled pupils and invite feedback;
- Discuss the content of the plan with children and invited feedback, through Pupils' School Council.

Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process, the progress of which is monitored regularly by Governors and the Leadership Team. We

ensure that all staff receive regular training, where necessary to support in meeting the requirements of the School Accessibility Plan.

The Governors will evaluate and report on its impact annually to parents/carers in the School Profile, utilising evidence gained from feedback from individual children, agencies, performance data and feedback from parents/carers.

Publication

The school makes its accessibility plan available in the following ways:

- On request from the school office;
- A copy is issued to all parents/carers of disabled pupils’;
- The full plan is available in a variety of formats, e.g. large print
- On the school website

Senior Member of Staff Responsible: Farley Marsh, Head teacher

Designated Member of Staff: Jane Winchester, Inclusion Manager

Governors Responsible: SEN Governor & Premises Committee

Policy Agreed: Spring 2016

ST. MARY'S CATHOLIC PRIMARY SCHOOL, ISLEWORTH

Accessibility Plan Section A – Improving Access to the Curriculum

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
Teaching and learning across the curriculum reflect equal opportunities for all with physical impairment and relates to pupils' everyday experiences.	Planning and teaching includes opportunities to ensure the physical diversity of society is represented.	All	Autumn Term 2016	Dec. 2018	Leadership Team monitoring time	Pupils are respectful of disability and have an understanding of physical diversity.	
Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs.	Staff to ensure planning is differentiated to consider the learning needs of all.	SLT	Autumn Term 2016	Ongoing	Leadership Team Meeting time.	Pupils learn with appropriate curriculum matched to their needs.	
Train staff on ways to improve pupil access to the curriculum	Monitor provision for children with SEN and assess if development opportunities would be beneficial. Organise staff training making use of relevant external agencies.	SENCO	Spring and Summer Term 2017	July 2017	Staff meeting time SENCO Leadership and Management time	Staff are increasingly aware of and are able to meet the needs of the children with regard to accessing the curriculum.	

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
Improve children's awareness of disability issues.	PSHE curriculum and assemblies to be used to raise awareness of disability issues. Disability equality issues are incorporated into the curriculum.	Emotional Awareness and Health leader	Summer Term 2017	July 2018	Middle Leader Time. Staff Meeting Time	Children have a greater understanding of disability issues.	
Staff to develop skills to deal with children who have specific disabilities.	Organise specific training for new and existing staff relating to disabilities experienced by specific children.	SENCO	Ongoing in response to need.	July 2017	SENCO Leadership and Management Time. School Development Grant	Staff have a greater understanding of disability issues.	
Teachers develop their knowledge of different teaching and learning styles.	Training on teaching and learning styles linked to the development of a whole school Learning and Teaching Policy. Review Teaching and Learning Policy	Team Leaders (SLT)	Autumn Term 2017	December 2017	Staff Meeting Time.	Teachers use multiple intelligence principles to suit a wide range of learning styles. Higher attainment for pupils with SEN/ disabilities.	
Further develop a range of learning resources that are accessible for children with different disabilities	Subject Leaders to review resources. Purchase ICT and generic resources to support the learning of all.	Team Leaders (SLT)	Autumn Term 2017	Spring 2018	Staff Meeting Time. Delegated budget.	Children with disabilities have increased access to curriculum materials.	

TARGET	ACTION	RESP	TIMESCALE	REVIEW	RESOURCES	OUTCOMES	EVALUATION
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				DATE			OF IMPACT
Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils. E.g. access to Sports Clubs on offer.	Review all out of school provision to ensure compliance with legislation.	Emotional Awareness and Health leader	Autumn Term 2016	December 2018	Release time to review.	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	

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Accessibility Plan Section B – Improving Access to the Environment

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
Ensure the safety within toilet cubicle for children with a physical disability.	Review facilities in disabled toilet. Liaise with Occupational Therapy for advice on improving.	HT	Autumn Term 2016	December 2016	Funding from school budget.	Toilet facilities meet the needs of all children with disabilities.	
Improve access to sound fields in all classrooms.	Contact sound field contractor to quote for all sound fields installation. Invite Hearing Impairment Service into school to deliver staff training on the use of sound fields.	HT SENCO	Autumn Term 2017	July 2017	Funding from budget	Children with hearing impairment have full access to the learning environment.	
Improve the ease of access to all areas of the school building	Ensure magnetic door holds for all fire doors inc new buildings Improve access where steps located	HT	Summer Term 2016	July 2017	Use of devolved capital.	Children and adults will have easier access to all areas of school building	Improve the ease of access to all areas of the school building.
Improve the ease of movement in all classrooms for children with physical disabilities	Evaluate the amount of free space in all classrooms inc temp hut. Investigate best use of layout of classrooms to provide greater space.	SLT and CTs	Spring Term 2016	Autumn Term 2017	Possible expenditure on furniture	Children with physical disabilities will be able to move more freely within each classroom environment.	

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Accessibility Plan Section C – Improving Communication and Information Sharing

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
School policies reflect a commitment to accessibility for all.	All relevant policies to have reference to disability and equality and accessibility.	All Subject Leaders	Ongoing	July 2017		Pupil access to the curriculum and their attainment is in line or above targets set.	
Parents/carers are consulted about the content of the accessibility plan.	Send draft copies of the document to parents/carers of children with disabilities for consultation. Invite parents/carers into school for discussion	HT	September 2016	December 2017		Parents/carers are informed and have an input.	
Parents/carers are informed about the progress of the accessibility plan.	Report on the progress of the plan to be made regularly.	SENCO	Autumn Term 2016	Annually		Parents are kept well informed.	
Ensure all information is received by parents and children in an appropriate format.	Key information available on website. Modify child questionnaires – enlarge print, simplify language, use audio/ ICT equipment, provide adult support etc. Modify home-school agreement. Translations available for school's main additional	HT	Autumn Term 2016	December 2016	ICT Technician time.	Families/Children with disabilities have greater access to information.	

	language (Polish)						
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TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
Ensure that all information used in teaching is presented in an appropriate format.	<p>Modify homework and worksheets – enlarge print, simplify language, use audio/ICT equipment.</p> <p>Use visual timetables and picture/symbol communication systems.</p> <p>Use appropriate language and taped information in delivery.</p>	All SENCO	Spring Term 2016	July 2017	<p>Funding from school budget.</p> <p>Staff meeting time.</p> <p>ICT Technician time.</p>	Pupil access to the curriculum and their attainment is in line or able targets set.	