

St Vincent de Paul Catholic Primary School

Accessibility Plan Review/Update – December 2019



St Vincent de Paul Catholic Primary School has a strong, inclusive equalities ethos. We are dedicated to creating a friendly and purposeful school community, where all are confident and aspire to do their best. Together we work as an approachable and supportive team to provide the best possible educational experiences for our pupils and ensure that all children achieve their very best.

The governors of St Vincent's Primary School are committed to improving access to education and the educational standards achieved by pupils who are disabled. This plan seeks to address the statutory requirements of the Equality Act 2010, and to support our ethos by continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils and/or other stakeholders can take full advantage of the education and associated opportunities provided by the School.

This plan identifies the governors' aims in fulfilling this commitment and the action points needed to achieve these aims.

Definition (Equality Act 2010)

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'

The term 'disabled' applies to pupils, staff, governors, parents and visitors.

St Vincent's Primary School acts to:

Identify those who are disabled.

Promote equality of opportunity between disabled persons and those who are not.

Monitor policies and practice and make 'reasonable adjustments to ensure disabled people are not disadvantaged.

Eliminate harassment of disabled persons that is related to their disability.

Promote positive attitudes towards disabled persons.

Increase disabled pupils' participation in the curriculum.

Improve and make safe the environment for disabled people.

Monitor disabled learners' progress, attainment, attendance and exclusions for any differential outcomes.

Encourage participation by disabled pupils in public life.

Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

Publish a disability equality scheme and accessibility plan demonstrating how the school intends to fulfil its general and specific duties.

Review and report at relevant points within the policy time frame.

St Vincent de Paul Catholic Primary School site - current situation

St Vincent's Primary School is a school of average size, set in the heart of the city, serving the immediate, local and wider communities. The school does have reasonable access for all children and adults, although the design of the site, with the playground in a dip, presented some challenges when first ensuring safe access to and from the yard. Ramps, sloping pathways and planned routes resolve any access and egress concerns. The provision of these has developed with various building projects. Outside play areas are flat and accessible, by ramp, for wheelchair users and there is a dedicated parking space for disabled drivers in the car park. Internally, the school is accessible for wheelchairs with wide corridors and doorways. There are two specific disabled toilets (one in the Early Years and one in the main school) that are suitable for disabled persons who may need to use a wheelchair.

It has been a number of years since a child with a physical disability enrolled at the school even though we have a strong reputation for inclusion and equalities. We are aware that, at any time, we could be welcoming a disabled child and governors have made the commitment to accommodate any child's needs in accessing the curriculum and physical environment through adapted technology, accessible curricular and extra-curricular activities.

Our school's accessibility plan aims to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

We recognise the need to provide adequate resources for implementing plans and these will be reviewed by the Governing Body. Priorities in this plan may change to accommodate the changing needs of individuals. This plan has been drawn up after consultation with governors, as well as discussions with disabled visitors, staff and parents.

Links with Other Agencies

Excellent liaison already exists between St Vincent's Primary School and local early years providers. This liaison involves staff visits, discussions about children, home visits, and parents meetings, all of which help to minimise any disruption caused by transfer.

Staff at St Vincent's Primary School ensures that they share any special programmes already in place for children with special educational needs with the transfer school, thus enabling a smooth transition to take place.

Children who transfer to other schools have detailed records passed on to the receiving school.

Help is provided by outside agencies as appropriate (e.g. speech therapists, occupational therapists, Advisory Teachers for Learning Support and Hearing and Visual Impairment as well as Educational Psychologists).

Original Accessibility Action Plan reviewed and all objectives relating to pupils with a disability, as defined by the Act are ongoing or completed (See below).

Action Plan (November 2017-2020)

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete	Success criteria
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	To ensure the school is accessible and that ALL pupils and carers, including those with a disability, have a similar experience of school	<p>Review access to the hall from the main building</p> <p>Review access to the playground</p> <p>Marking of disabled parking bays</p>	Adam Vasco	July 2017	<p>Accessibility reviewed for pupils who have a disability.</p> <p>Extern views sought on the quality of access.</p> <p>The creation of a disabled bay in the main car park.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible where necessary. This includes:</p> <p>Internal signage</p> <p>Large print resources</p> <p>Braille</p> <p>Pictorial or symbolic representations</p>	To ensure that school information is accessible and that ALL pupils and carers, including those with a disability, have a similar experience of school				

Review outcomes: December 2019

Current provision:

During the review with senior leaders, discussions centred on the need to include, specifically, our SEN children within the Accessibility Plan. 25% of the school population have identified Special Educational Needs. These children are supported through quality first teaching; bespoke, individualised activities; support for Dyslexia, Numbers Counts, Reading Recovery, A-Z reading etc and the school has long-forged supportive relationships with a range of outside agencies. A number of our children have specific, individual needs – sensory and/or learning and/or learning behaviour, who sometimes struggle to cope with accessing the curriculum of their classmates and remaining focused within the classroom environment.

- *School seeks data/information on future pupil population, from Early Years to late arrivals in order to facilitate advanced planning.*
- *Training has taken place in SEND, restorative approaches, coaching, ADHD, ASC, and Lesson Studies to inform/assess/support the quality of teaching, learning and assessment.*
- *Specialist HLTA to nurture learning and to provide pastoral and inclusion support.*
- *Teaching Assistant (TA) deployment covers a mix of curriculum access, learning needs and well-being.*
- *Specialist resources available to support individual pupil needs and interventions.*
- *Across the school, clear learning objectives that are appropriately adapted for individual pupils.*
- *Balance (our continuously-used formative assessment tool) informs accurate, appropriate and challenging activities from lesson to lesson.*
- *Clear, well-presented, teacher-generated visual aids to the support learning of all pupils.*
- *A culture of understanding and tolerance pervades so that the children know they are valuable and valued members of our school community.*
- *Mutual support and understanding between colleagues instils confidence when working with pupils with challenging learning needs*
- *Full advantage taken of the opportunities available outside school, offering a wealth of exciting and magical experiences that enhance and enrich children's learning, well-being, curiosity and imagination*
- *Forest school and ethos well-established with 1 member of staff trained as a forest school practitioner.*
- *Staff are fully aware and able to support pupils with medical needs, including those who use inhalers, epipens, and those with the most severe allergies.*
- *There are a high number of trained and Paediatric first aiders.*
- *All medical information is stored centrally; in the teachers' resource room and specific children's teacher's files.*

Additional Action Planning December 2019

Objectives	Actions	By whom	Completion date	Success criteria
Revisit SEN Code of Practice to ensure that all staff, especially recent appointments, have a clear understanding of the Code's expectations.	Training provided by the SENCo in INSET and regular staff meetings. SENCo to attend SEN Consortia network meetings	Chloe Williams	February 2019	All staff (teaching and assistants) practice is more securely informed
More staff trained and confident in supporting pupils with ASC, ADD, ADHD and those needing emotional and well-being support	SENCo/HLTA/consortia training (twilights) Abbots Lea staff input. Timetabling for Nurture support.	Chloe Williams Mel Wenton Teaching and support staff	June 2019	Children with more challenging needs/behaviours settled into routines and more focused on learning.

Review date: 18.12.2019***Final Review date: November 2020***

