

St Vincent de Paul Catholic Primary School

Accessibility Plan Review/Update – December 2022-2023



At St. Vincent de Paul Catholic Primary School, we recognise and fully acknowledge the need to continually raise the awareness of all staff and governors regarding the requirements of the Equality Act 2010, the Public Sector Equality Duty, the Human Rights Act 1998 and the Special Educational Needs and Disability Regulations 2014.

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 with disabilities. 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 pupils with a disability 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.

Mention in this plan of persons with a disability covers both physical and mental impairments as defined within the Act.

Disability and SEN

Not all children with disabilities will have special educational needs. The Department for Education defines children with SEN as:

'Having learning difficulties or disabilities which make it harder for them to learn or access education than most other children of the same age.'

There can be a significant overlap between the Equalities Act groups and we recognise that any child may fall within one or more of the definitions.

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 pupils with a disability's participation in the full 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 pupils with a disability 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.

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 mitigate any disruption caused by transfer. Staff at St Vincent's Primary School ensures that they share any special programmes from outside agencies already in place for children with special educational/disability needs prior to the transfer to school, thus enabling smooth transition. Children who transfer to other schools have detailed records passed onto the receiving school. Support 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).

Our school's accessibility planning aims to meet the following requirements:

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

We recognise the need to provide adequate resources for implementing plans and these will be reviewed by the Governing Board. 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 visitors, staff and parents who have a disability.

Monitoring and Reporting of Accessibility Provision and Practice – monitored annually:

- Monitoring is essential to identify whether people with disabilities are thriving and making progress at our school. The following information will be gathered and monitored:
 - Number of pupils with disabilities in school
 - Achievement/progress of pupils with disabilities
 - Disabled staff who have rights under the Equality Act 2010
 - Attendance of pupils with disabilities at extra-curricular clubs
 - Involvement of people with disabilities in educational trips
 - Behaviour logs/serious incident book
 - Participation in extra-curricular activities
 - Attendance
 - Exclusions

If any adverse effects of the action taken are noted, the action plan will be revised. The SENCo and nominated governor are responsible for reporting to the full Governing Board, outlining the progress of the Accessibility Policy, bringing together details of information gathered throughout the year; how this information informed any change and action points completed during the year and those that are ongoing.

Audit Review and Outcomes: December 2022

2019-2022 Accessibility Action Plan was reviewed by senior leaders and the safeguarding link governor and this, alongside the revised plan, were ratified by the full governing board at their meeting of 27th March 2023.

This audit/review with senior leaders centred on the need to ensure the inclusion within the Accessibility Plan of any child meeting/crossing over the definitions referenced in the Equality Act and specifically our SEN children. 27% of the school population have identified Special Educational Needs. These children are supported through quality first teaching; bespoke, individualised activities; appropriate commercial schemes and specialised 1:1 support. 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, and, after the onset and impact of the recent pandemic, many who sometimes struggle to cope with sustaining attention, accessing the curriculum of their classmates or remaining focused within the classroom environment.

Current good practice and provision

- *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 is 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, epi-pens, 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.*

St. Vincent de Paul Primary School's Accessibility Plan 2023 relates to the key aspects of curriculum, the physical environment and written information.

Aim: to increase the extent to which disabled pupils can participate in the curriculum:

Current good practice	Improvement Actions	Timescale	Monitoring by:
Curriculum expansion	Subject leaders to continue their reviews of curriculum plans for all pupils, with particular emphasis on curricular access for pupils with a disability. Provision for the subject curricula to be expanded to ensure equality of learning opportunities for all pupils	As per current regular review practice and when a child with a disability registers/transfers to school or presents with a disability mid-year	SLT SENCo Nurture Lead
Quality first teaching	In each monitoring session, SLT and SENCo to focus on quality of differentiation, provision and resources for pupils with SEND	During formal and impromptu monitoring activities	SLT SENCo Subject leaders
Curriculum Interventions	AHTs & SENCo to continue to audit current interventions and their impact on learning/progress. Provision mapping to be used across all year groups	Termly	AHTs and SENCo to report to HT and SEND link governor
Bespoke training for all staff in supporting specific needs/reactions of individual pupils who present with more challenging issues relating to their disabilities	Specialist training/workshops relating to the latest guidance for Autism, ADHD, social and emotional interventions, restorative practices, mental health and well-being	Ongoing	SENCo AHTs

Aim: to maintain and improve the physical environment of the school and any physical aids to enable pupils with a disability to take full advantage of the provision on offer and to meet the access needs of parents, carers, staff and governors:

Current good practice	Improvement actions	Timescale	Monitored by:
Car parking - Disabled parking available at nearest space to the main school gates	Completed but fresh signage required	A.s.a.p.	Site Manager SLT
Entrance and exits – site all on one level and all entrances and exits are accessible either directly or through a short distance to the most accessible point	Complete and monitored	Ongoing	Site Manager SLT
Corridor access – internal areas all on one level with all corridors accessible for wheelchairs and wide enough for manoeuvre	Corridors to always remain tidy and free from any obstruction	Ongoing	All school staff
Doors – all classroom and corridor doors are accessible for people standing, or sitting in a wheelchair	Completed and monitored	Ongoing	SLT Site Manager
Disabled toilets – Two in school (one in EYFS and one in main building)	Completed and access monitored	Ongoing	All school staff
Fire alarms – auditory fire alarms in place	Prior to fire alarm testing, give warning to children who have auditory sensitivity	Ongoing	Class teachers Support staff SENCo SLT
Emergency escape routes – all classrooms have access to outside	Ensure all areas have signposted escape routes	A.s.a.p	Site Manager SLT

Aim: to improve the delivery of written information to pupils, staff, parents and visitors with disabilities

Current good practice	Improvement actions	Timescale	Monitored by:
Written materials currently available in alternative formats when requested	School to explore the possibility of school information being provided in an increased variety of formats, for example: letters home; the website; dojo/hot chocolate rewards; leaflets and possibly verbally to parents/visitors with literacy challenges	Ongoing	All staff MGL - IT support/liaison provider Computing lead SLT
Documentation/direct communication with parents	School letters home and the interactive See-Saw communication platform to provide information in plain English without the use of jargon, abbreviations or unnecessary words, verbose sentences, or incorrect punctuation	Ongoing	All staff SLT