

Accessibility Policy and Plan for St James the Great Catholic Primary School



This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEND Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

Access to the curriculum and participation in school activities

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.

The school has already:

- Provided training and support for Teaching Assistants in supporting children with autistic spectrum condition
- Sourced additional opportunities for enhancing the curriculum for pupils with SEND ensuring that these pupils can participate with all activities.
- Ensured all staff are aware of and able to use SEND software as appropriate

During 2018-21 the school plans to:

- Provide specialist hardware and software for the use of pupils with a fine motor skill difficulties.
- Ensure that provision is made for children with disabilities in all of the trips (including residential) undertaken by the school
- Provide specific training for staff in Early Years on supporting children with a social communication and speaking impairments.

Access to the Physical Environment

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community

The school has already:

- Ensured that all staircases have secure, easy to grip hand rails.
- Provided disabled access to the ground floor by installing a ramp to the main school entrance
- Installed a disabled toilet and shower on the ground floor

During the 2018-21 the school plans to:

- Investigate impact of layout, environment and lighting on children with ASC or other additional need.
- Provide easier access for wheelchair users to the office and reception staff by lowering the 'window' at which visitors are greeted.

Access to Information

This involves improving the delivery of information to any member of the school community who has a disability

The school has already:

- Ensured that signage for exits etc. uses non written symbols (such as running man) to clarify meaning
- Provided information to parents and carers about organizations and groups which work with and support the families of children with disabilities
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During the 2018-21 the school plans to:

- Produce newsletters in alternative formats, e.g. large print, on line according to need
- Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate

Further information and advice

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Access to the Curriculum 2018-2021

| Area | Current Barrier | Objective | Actions | Time-Scale |
|---------------------|--|--|--|-------------------------------------|
| ICT | ICT hardware and software is not always appropriate or accessible for pupils with a disability i.e visually impaired, fine motor skill difficulties | To ensure that all pupils have access to appropriate equipment and software for their needs | To purchase suitable hardware e.g. keyboards and appropriate software to support the needs of pupils with a visual impairment | Autumn term 2018 |
| School trips | Some school trips may not always be suitable for pupils with disabilities | Ensure that consideration has been given to pupils with disabilities, increasing staffing where appropriate. | To plan school trips which include all pupils and that where necessary a pre-trip visit includes careful consideration of provision for pupils in the class with disabilities. | When planning all school trips |
| Early years | A number of children in Early Years present with difficulties with speaking and listening. | To ensure that the children have maximum access to the curriculum | Training will be provided to all staff in Early years on recognizing speaking and listening difficulties and supporting children with this by accessing advice from the EYFS SALT. | Summer 2018 and annually thereafter |

Access to the Physical Environment and Information

| Area | Current barrier | Objective | Actions | Timescale |
|-----------------------------------|--|--|---|---|
| Classrooms and corridors | Children with ASC may find aspects of the environment affect their ability to learn | Identify and seek to address those barriers to learning | Investigate the impact of layout, environment and lighting on children with ASC or other additional need. | Summer term 2018 |
| Offices and reception | The current office and reception area does not have a low window for ease of access for wheelchair users | To provide full access for wheelchair users | Make changes to the reception and office area to provide access for wheelchair users | Plans to be drawn up Autumn 2019 Building work to be completed Easter holiday 2020 |
| Communication with Parents | Some parents are not able to access the information sent out by school | To ensure that information the school provides is available to all parents | Ensure all letters from school are written in plain English and are printed in Arial font 12. A larger font should be provided on request. Newsletters will be published on the website | Immediate |
| Website | Not all parents appear to be able to access information on the school website. | To identify what the barriers are and seek to remove them | Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate | Summer Term 2018 |