

**Great Crosby Catholic Primary School**

‘...That they may have life and have it to the full.’

# Accessibility Plan



Date of issue:	May 2017
Review date:	May 2020

## Accessibility plan 2017-2020

### Section 1:

#### **Vision statement**

At Great Crosby Catholic Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff, parents, and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils will be monitored, and we will use data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Great Crosby Catholic Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

#### **Values:**

We will actively seek to:

- Promote equality of opportunity for people with disabilities
- Eliminate discrimination against people with disabilities
- Eliminate harassment of people with disabilities
- Promote positive attitudes towards people with disabilities
- Encourage people with disabilities to fully participate in school life

The above values will be implemented by:

#### **Promote equality of opportunity for people with disabilities**

- Make reasonable adjustments for disabled pupils at policy and whole school level
- Promote equality of opportunity for disabled pupils
- Secure their participation in every aspect of school life.

#### **Eliminate discrimination against people with disabilities**

- Staff training
- Raising staff awareness
- Implement, review and adjust policies
- Raising expectations
- Improving communication

#### **Promote positive attitudes towards people with disabilities**

- Staff to model respectful attitudes to disabled pupils, staff and parents
- Effective use of curriculum – RE/ PSHE
- Through positive images in school books and other materials
- Through visits from school, and from visitors coming in to school

#### **Encourage people with disabilities to fully participate in school life**

Disabled pupils, staff and parents will be encouraged to participate where:

- They see their disabled peers included and succeeding in the life of the school
- Disabled pupils, staff and parents are represented in senior, responsible roles
- Positive images of people with disabilities participating fully in daily life

## **The Equality Act 2010**

The Equality Act 2010 defines a disabled person as someone who has, 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Equality Act 2010 places a general duty on schools to pay due regard for the following when carrying out their functions:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics, between people who share a characteristic and people who do not share it

## **Monitoring and Reporting**

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 School Council
- Attendance
- Exclusions

The impact of this policy in meeting the requirements of the Equality Act 2010 will be monitored yearly. If any adverse effects of the action taken are noted, the action plan will be revised. The SENDCo and nominated governor are responsible for producing an annual report outlining the progress of the Accessibility Policy, bringing together details of:

- Information gathered throughout the year
- How the information was used
- Action points that were completed during the year, and those that are ongoing
- The report will be published on the school's website

Approved by: .....

Date: .....

Next review date: .....

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability and/or sensory impairments
- Improve the delivery of written information to pupils
- Improve and maintain access to the physical environment

The tables below set out how the school will achieve these aims.

### Aim: Increase access to the curriculum for pupils with a disability and/or sensory impairments

Current Good Practice	Action	Time Scale	Monitored by Completed by
Differentiation in Teaching	SLT and SENDCo to monitor quality of differentiation and provision for pupils with SEND	Termly	SLT SENDCo
Interventions	Interventions Manager & SENDCo to audit current interventions and the impact on learning/progress. Provision mapping to be used across all year groups	Summer term each academic year	SENDCo and Interventions Manager – report to SLT and SEND governor
Training for CTs and TAs for delivering interventions	Intervention Manager and SENDCo to audit training that staff have had. Review skills audit Liaise with Michelle Thompson (support teacher), Sandie Lally (ICON) and Beth Parker (Ed. Psych) to arrange training	Ongoing	SENDCo and Interventions Manager to report back to SLT and SEND governor
Classrooms organised to promote the inclusion and independence of all pupils	SENDCo and SLT to audit of resources and QFT to ensure that lessons are planned to meet the needs of all pupils	Termly learning walks	SENDCO SLT SEND governor

### Improve the delivery of written information to pupils

Current Good Practice	Action	Time Scale	Monitored by Completed by
Written material made available in alternative forms when requested	School will increase awareness of the services available for converting written information in to alternative formats	Ongoing	SENDCo SLT IT co-ordinator
Documentation on school	School to review formats on school website to check accessibility for parents where English is an additional language	Ongoing	SENDCo SLT IT co-ordinator

### Improve and maintain access to the physical environment

Current Good Practice	Action	Time Scale	Monitored by Completed by
Disabled toilet access in two of the three phases	Disabled toilet to be added on Y5/Y6 side of the school	Completed by Dec 17	Site Manager Head teacher
Fire alarms are visual as well as audible throughout the school	Ensure that those with visual impairments are aware of the fire alarm and how they operate  During a fire alarm practice, give warning to those children with auditory sensitivity	Ongoing	Class teacher SENDCo SLT
Specific children have specific equipment and setting arrangements which have been implemented throughout the year	Ensure a smooth transition in to next class in September	July each year - transition meetings between old and new class teacher	Class teacher SENDCo SLT

**Section 3: Access audit**

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>
Corridor access	Site all on one level All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstruction	All school staff
Disabled Parking	Spaces provided close to school entrance	Completed	N/A
Fire alarms	Auditory and visual fire alarm in place	Ensure those who are visually impaired are aware of alarm system	Class teacher SENDCo SLT
Doors	All classroom (except 6CD and 6M) and corridor doors are accessible for people standing or sitting in a wheelchair. They have toughened lower glass panels, making it easy to see through.	Replace 6CD and 6M classroom doors so that they are in line with the rest of the school – in forthcoming building work (Autumn 2017)	Site Manager
Emergency escape routes	All classrooms have outside access, except 5E. Escape routes are signposted	5E to have outside access door built in forthcoming building work (Autumn 2017)	Site Manager
Disabled Toilets	One disabled toilet in Foundation Stage One disabled toilet in KS1	Disabled toilet to be built in KS2 during forthcoming building work (Autumn 2017)	Site Manager
Signage	Signage is clearly displayed throughout the school	Explore possibility of adding signs suited to visually impaired	SENDCo Site Manager