

St. Peter's R.C. Primary School



School Access Plan

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

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

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Our school's previous access plans were incorporated into a Disability Equality Scheme/Single Equality Scheme and build on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a;

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Mission Statement and Values:

“Growing together in Christ. We are a Catholic school. Our special purpose is to live, work and learn together in the presence of Christ.”

At St Peter's there exists a welcoming, family atmosphere of warmth, security, trust and friendliness where clear Catholic beliefs are mixed with encouragement and challenge to stimulate the child.

We are proud to have a school that is 'warm' to all pupils, staff and parents. Children are made to feel valued, their achievements are celebrated and they feel safe and happy in school.

We see children as individuals with differing needs and strengths. Our aim is to extend and support all children and help them to achieve their full potential. We have high but realistic expectations. We want children to give of their best, appreciate what they can do well and how they could improve. We work to give children a thorough grounding in basic skills; to develop a lively interest and curiosity about the world in which they live; to experience a wide curriculum that includes the creative arts and physical activities and to develop a love of learning that will stay with them throughout their life.

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation at St. Peter's R.C. Primary School for pupils, and prospective pupils, with a disability.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

Information regarding the school

- The school has a small number of disabled pupils, with diverse needs. The range of current disabilities includes: physical difficulties, ADHD, ASD, learning difficulties, emotional and behavioural difficulties.
- The school has good physical access – it is a two storey building that was completed in September 2008. The building meets all specifications for Disabled access.
- Curricular planning is considered and planning stages and included in IEP's
- There is a clear policy on the administration of medicines, staff are trained to meet the individual needs of pupils who have a medical condition

- Individual health care plans are in place

Activity

a) Education & related activities

St. Peter's R.C. Primary School will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

St. Peter's R.C. Primary School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

c) Provision of information

St. Peter's R.C. Primary School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- school development plan
- SEND policy
- Curriculum policies

Curriculum Accessibility

Targets	Strategies	Outcome	Time	Success Criteria
To raise awareness of staff to learning barriers	Continued development of a range of inclusion strategies, involving multi agency approaches. Resources to support individual needs i.e. writing slopes, seating circles	Enhanced awareness of pupils needs. Range of resources to meet individual needs.	Ongoing	Staff recognise and are confident to meet the needs of pupils with a diverse range of learning and behaviour needs. School ensures there is a wide range of strategies and support for all pupils facing inclusion difficulties

To ensure that lessons provide opportunities for all pupils to achieve.	Lessons address a variety of learning styles and are differentiated appropriately.	I.E.P / Targets written with children and parents are encouraged to be involved in this Differentiated planning Targets set are appropriate. Support employed for pupils with EHCP's	Ongoing	Lesson monitoring, show that a broad range of teaching strategies are used.
Obtain ICT software to support learning and ensure staff are trained in its use	Use of symbols to teach if required e.g. Clicker	Staff confident in using software programs to match needs	Dependent on budget	Learning will be maximised

Physical Accessibility – At the present time the building meets the needs of all (this will be reviewed if the need arises)

Targets	Strategies	Outcome	Time	Success Criteria

Information Accessibility

Targets	Strategies	Outcome	Time	Success Criteria
To provide information that is accessible and easily understood to all.	School information is written in easily understood language.	Parents/Carers receive information that is easy to understand	Ongoing	All Parents/Carers are able to access school information
	School staff assists parents/carers to access information and complete forms.	Parents/Carers are able to access information and complete forms	Ongoing	Information accessed and forms completed as necessary

	Maintain and develop the school website Encourage parents to be included on Parentmail	Parents/Carers access up to date information Parents/Carers receive information via texts/e-mails.	Ongoing Ongoing	Parents received information in different format Parents received information immediately
Help children become more aware of their individual learning style	Give children opportunities to experience different learning styles	Children become confident in their learning style	Ongoing	Learning will be maximised

Promoting Quality of Opportunity

Targets	Strategies	Outcome	Time	Success Criteria
To provide equal access to extended school activities	Negotiate with parents, carers, pupils and staff to find positive solutions to enable pupils to participate	Pupils have equal access	Ongoing	Pupils are able to participate
To ensure that pupils participate in educational visits	Full risk assessments completed before all educational visits – liaise with venues. Provide additional support. Discuss with parents/outside agencies to ensure access	Pupils are able to participate	Ongoing	Pupils are able to participate

Promoting Positive attitudes and an increased understanding of disability

Targets	Strategies	Outcome	Time	Success Criteria
To ensure the school develops children's awareness of disabilities	Review PSHE curriculum to ensure disability is taught effectively Review provision in other areas i.e. P.E.	Children aware of others	Ongoing	Children are made aware of disabilities

