

St. Paul & St. Timothy's Catholic Infant School's



Love - Learn - Believe - Achieve

Accessibility Policy & Plan

Current Leader: K. Palmer

Review Schedule: Three year plan- reviewed annually



St. Paul and St. Timothy's Catholic Infant School

Mission Statement

Love, Learn, Believe, Achieve

At St. Paul and St. Timothy's Catholic Infant School we celebrate the individual differences and gifts that God has blessed each and every one of us with.

Education "is about forming the human person, equipping him or her to live life to the full." The Catholic ethos, "needs to inform every aspect of school life." (Pope Benedict XVI)

We believe each new day brings the opportunity to express our love for God and one another. We provide a supportive, yet challenging, learning environment where each individual is able to develop their abilities and gifts. Our school is a place where children and adults can express their belief in God; develop belief in themselves and others. We believe everyone in our school community can achieve, whatever their ability. Each achievement is as unique as each individual and all are celebrated. We aspire to equip all in our school community to proclaim the Good News and "live life to the full".



St. Paul & St. Timothy's Catholic Infant School

Accessibility Plan 2017-2020

Rationale: It is the aim and intention of St. Paul and St. Timothy's Catholic Infant School to fully comply with current legislation and good practice. We wish to make our curriculum, premises and information as accessible as possible, in line with local planning policy and the obligations imposed as service providers under the Equality Act of 2010. After completing audits based on the Equality Act, recommendations have been placed into the action plan.

In line with our school mission statement: Love, learn, believe, achieve in the spirit of Jesus, we aim to provide a fully inclusive curriculum, school environment and communication system which is accessible to all.

The plan will be published on our school website and will be available in alternative formats through the school office.

The plan will be monitored internally by the SENCO and Head Teacher. It will be externally monitored by the governor for SEN, the governor with responsibility for the school website, the Local Authority and Ofsted.

Training identified within the plan will be organised through the school SENCO and SLT.

Partnership working is identified within the plan and supports its delivery. Professional partners include: LA, Educational Psychology Service, SENISS, Speech and Language Service, School Family Support Service, Charity based therapies and support, Outreach Teams including, behaviour, learning and ASD.

Any complaints regarding the plan or its implementation should be made following the school's complaints procedure. This can be found on the school website: www.stpaulandsttimothys.com

Definition of special educational needs:

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision:

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Definition of Disability:

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

St. Paul and St. Timothy's Catholic Infant School has adopted this accessibility plan in line with our **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place February 2017.

Our **special educational needs policy** outlines our school's provision for supporting pupils with special educational needs and disabilities (SEND), and our **publication of equality information and objectives** explains how we ensure equal opportunities for all of our children, increased access to the curriculum, physical access to the school and access to information particular to children with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND. (Our Special Educational Needs & Disability (SEND) Policy, SEN Information Report, Local Offer and publication of equality information can be accessed via our school website. Our Local Offer can also be found on the Early Help Directory website.)

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. This plan will be reviewed every 3 years and progress on these measures will be updated annually and reported to the governing body.

Aims and objectives:

Our aims are to:

- Ensure maximum access to the curriculum and extended provision for all children and adults in our school community.
- Improve and maintain access to the physical environment.
- Ensure written information is accessible to children and adults.

The aims will be broken down into objectives in the table below:

Ensure maximum access to the curriculum and extended provision for all children and adults in our school community:

Current Good Practice:

The curriculum is broad ranging and delivered through topics which engage the children. A wide variety of teaching styles are adopted and individual learning styles are taken into account.

Where possible, lessons are delivered through an active approach to encourage children to 'move and do'.

Oracy groupings support children of all abilities to share their ideas. Individual Thinking Time, Talking Partners and Oracy Group work ensure all children are actively engaged in lessons.

Established intervention programmes: Reading Recovery, Read, Write A2Z, BRP, Phonics early morning groups, To by Toe, Lego Therapy, Social Language/Time to Talk groups, Gross Motor, Theraplay, Healthy Futures, Sensory Diets and Breaks.

Dyslexia Friendly practices: plans and schemes of work demonstrate that multi-sensory approaches are applied as a matter of course within all sessions, work is differentiated as appropriate to meet individual needs, and assessment/marking strategies take account of children who may be demonstrating traits of dyslexia. Changing practice to accommodate dyslexic individuals often results in good practice for everyone.

ICT is used to include all children and is often used to support learners with SEND.

All children are tracked individually in order to meet their individual needs. Pupil and parent voices are captured when planning provision and included in individual Play Plans (Reception) and One Page Plans (Key Stage 1) Pupil Progress meetings are held during the mid-point of each term. The class teacher, head teacher, assessment lead and SENCO meet to celebrate successes and discuss any concerns. Plans and support are modified in a timely manner.

After school and curriculum enhancements benefit all children and all are encouraged to participate. If necessary, staff accompany children with SEND to on site after school clubs. All partner agencies are made aware of the needs of the children, as necessary, in order to adapt provision, activities and equipment as required.

Work with partner agencies to access professional support and advice e.g. Educational Psychologist, SENISS, Outreach providers for behaviour, learning, ASD, occupational therapy, speech and language etc.

						behaviour as communication.
Ensure all interventions are fit for purpose, evidence based and having maximum impact; showing good progress for learners from their starting points.	Review interventions, staffing, resources and impact. Create an evidence file to demonstrate progress and impact. (Entry & exit data, review points and evaluations)	K. Palmer and SLT	July 2017 April 2019	£300	SLT to monitor, SEN governor to monitor and report back to Governing Body.	Report given to governors of impact of the provision and progress outcomes. Reflection on effectiveness of provision to inform changes as needed. Programme of interventions established for the next academic year. Clear trail of information surrounding interventions, assessment and progress.
Ensure all possible avenues of ICT are explored to best support our children to access the curriculum in a way suited to their need.	SENCO work with IT and Computing Leads to identify needs and source any new apps/programs.	K. Palmer, C. Limbert and A. Phillips	Ongoing	Apps/program costs as identified.	SLT to monitor termly.	All children supported appropriately in order to fully access the curriculum, the use of ICT monitored to show impact on progress.
Ensure medical needs	Staff are trained in	K. Palmer, K.	Ongoing	Staff training	Monitored by	All children are

do not place restrictions on attendance and children's learning therefore impacting on good progress.	line with current and future medical needs.	Gregory and J. Starkey		by school nurse, Alder Hey, Asthma Nurse Specialist, Diabetes Nurse, Epilepsy Nurse.	SENCO, SEN governor and Head Teacher	supported in their medical needs, reducing the time taken off school and access to the curriculum.
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Improve and maintain access to the physical environment:

Current Good Practice:

The school is a single story building with external access to all classrooms and the hall via low level ramps. All internal rooms are on the same level. All doors have been upgraded to allow wheelchair access. There is a disabled toilet which can be used by children and adults, this has an alarm system fitted in case the user gets into difficulty. The interior and exterior has been adapted with paint and markings following a sensory (visual) audit. Although we do not have a dedicated sensory room as we are restricted by the building, we have 'sensory spaces' which can be timetabled for limited use. The building is kept in a state of good repair with a 3 year rolling programme of redecoration and upgrading. Any improvements related to physical/sensory etc. needs are taken into account during this process.

Priorities/Objectives:	Actions:	Lead Person (in bold) and people involved:	Timescale :	Resources/Cost:	Monitoring Opportunities:	Success Criteria:
To enhance the learning environment to provide for the needs of those children who require 1-1 or small group work in a quiet area.	In any future building plans ensure breakout rooms/space are included.	J. Starkey , A. Connolly, A. McLeod, K. Palmer & SLT	Unknown. Dependent upon future funding. Possibly September 2019	Unknown	Monitored onsite during building by A. Connolly & J. Starkey	Rooms built and being used effectively by children. Positive impact on their learning and development.

To enhance the learning environment to provide for the sensory needs of children.	In any future building plans ensure a sensory room is included.	J. Starkey , A. Connolly, A. McLeod, K. Palmer & SLT	Unknown. Dependent upon future funding. Possibly July 2020	Unknown	Monitored onsite during building by A. Connolly & J. Starkey	Room built and being used to meet the sensory needs of identified children. Positive impact on general and learning behaviours.
Ensure that children's medical needs are being met.	In any future building plans ensure a dedicated first aid/medical room is included.	J. Starkey , A. Connolly, A. McLeod, K. Palmer & SLT	Unknown. Dependent upon future funding. Possibly September 2019	Unknown	Monitored onsite during building by A. Connolly & J. Starkey	Children's medical and first aid needs met, resulting in a reduction in loss of learning time.
To be able to hold confidential meetings between parents/carers, school and professional partners.	In any future building plans ensure a meeting room is included.	J. Starkey , A. Connolly, A. McLeod, K. Palmer & SLT	Unknown. Dependent upon future funding. Possibly September 2020	Unknown	Monitored onsite during building by A. Connolly & J. Starkey	Meetings scheduled to ensure any reviews are held or concerns are addressed in a timely manner.

To ensure all areas of the school are accessible to wheelchair users.	In any future building plans ensure classroom size and layout is considered in line with the needs of any future children with disabilities.	J. Starkey , A. Connolly, A. McLeod, K. Palmer & SLT	Unknown. Dependent upon future funding. Possibly September 2020	Unknown	Monitored onsite during building by A. Connolly & J. Starkey	Children are able to move more easily around the school.
Ensure written information is accessible to children and adults:						
<p>Current Good Practice:</p> <p>Worksheets and communication with parents/carers are on coloured paper as opposed to black ink on white paper which can prove difficult to read for those with dyslexia. Arial font size 12 is the usual font for letters and newsletters. Letters and newsletters can be enlarged or modified on request. There is a school text messaging system for ease of communication. The school website has been upgraded recently and is mobile device friendly. It has been simplified to make it easier to navigate. Some staff can communicate using BSL. As required parents/ carers are supported by staff in the reading of letters, reports and documents.</p> <p>Children are supported in their learning with visual cues and resources including IT. Children have their work adapted to their ability and learning needs, worksheets are adjusted accordingly. Coloured overlays for reading and access to 2B pencils for written work are provided according to need. Adult support with reading is available.</p>						
Priorities/Objectives:	Actions:	Lead Person (in bold) and people involved:	Timescale :	Resources/Cost:	Monitoring Opportunities:	Success Criteria:

To ensure our school website is truly accessible to all users.	Carry out a website survey & include the following: Check with visually impaired users that they can access the website through the reading software they have.	C. Limbert, P. Holding and K. Palmer	March 2017	£150 for survey and cover.	SLT to monitor and governors for website and SEN.	Parents/carers and children tell us that the website has improved. Those with disabilities tell us it is more accessible.
	Check with users that the website is clear and easy to navigate. Can users suggest any further improvements?	C. Limbert	April 2019			

Review Schedule
2010-2013
2013-2016
2017-2020 February 2017

October 2017
November 2018
February 2019
Next Review: February 2020