

# St George's Catholic School



## Accessibility Plan 2015-18

### Our aim and vision.

Our aim at St. George's Catholic School, is to help all our children and young people to,

*'develop harmoniously their physical, moral and intellectual qualities',*

Our motto is, to help all our pupils,

*'To grow in mind, body and spirit'.*

St. George's is an inclusive school where we work to help all our children to develop respect for themselves, their achievements and a respect and understanding of others. We use our best endeavours to remove barriers to learning and participation, and to make equality of opportunity a reality, for all in our community.

We strive to offer children high quality teaching and access to a broad and balanced curriculum based in a Catholic Christian setting, and to prepare our pupils for entry into the wider world.

### Policy introduction

All schools are required under the Equality Act 2010, to produce an Accessibility Plan for disabled children. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document for all schools and is intended as an action plan, set to be completed within a prescribed period of time. It is required, to be approved and kept under review, within the time period, by the Governing Body. The accessibility plan should detail how the school intends to;

- a) increase the extent to which pupils with a disability can participate in the curriculum,
- b) improve and maintain the physical environment of the school, to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.
- c) improve the availability of accessible information for disabled pupils.

The Accessibility Plan 2015-2018 for St. George's Catholic School has been drawn up to enable us as a school community, to continue to enhance our provision for our most vulnerable pupils and to strategically plan to meet their needs.

This plan was reviewed and discussed at a meeting of the school governors on 30/6/2016.

## Accessibility Plan

### **Part 1**

#### **Increase access to the curriculum for pupils with a disability.**

Review of current provision and practice employed to meet the needs of pupils with a disability.

#### Initial-on school entry

- School Entry Planning Meetings- Initial documenting of a child's needs and planning for them in consultation with parents, outside agencies, pre-school.
- Advice and recommendations from outside agencies of modification /adaptations needed, to accommodate individual children.
- Multi-agency reviews of a child's need, support required and adaptations.
- Advice and training sought from specialist support teams.
- Allocation of resources including; additional adults, purchase of recommended equipment, training for staff or programmes needed to be used.
- Access to High Needs Top up Funding when an individual's needs, meet the audit criteria.

#### On-going

- Regularly reviews of specific pupil's needs via PPM meetings, SEN Plan meetings, Parents meeting and formal SEND Reviews.
- New class transition and hand-over meetings. SEND notes and record of strengths and needs.
- In class SEND files containing essential information, reports. Updated and reviewed as needed.
- Negotiated/carefully monitored, phased entry or reduced length or reduced amount of sessions attended.
- Timetable adjustment/considerations made in view of needs on specific children: ie. keeping PE days and swimming separate. Awareness of 'best' time for an activity/lesson.
- Carefully planned and assessed access to school outings, PE festivals, trips etc. Additional supervision, method of accessing all that others do!
- Special arrangements made for residential stays and activities on offer, made in partnership with parents and venue.
- Special arrangements made for changing for swimming- additional supervision, selection of most appropriate changing space/place, non-slip mats, additional time etc.
- Awareness of need for 're-energising or calming breaks' etc.
- Differentiation of the curriculum: via activity, expectation, method of achieving success.
- Varied provision- small group or 1:1.

- Differentiated R, W, Inc groups.
- Individualised programmes from OT, SLT, Physio.
- Intervention groups: Co-ordination/Learn to Move, Socially Speaking, Language groups, Talking Partners, Initial Literacy Support, Maths Counts etc.
- STC environment, IDFS strategies.
- Awareness of language: simplified language, instructions given in the order of task completion etc.
- Carefully chosen seating place to: enable easy access, minimize distractions, support listening, attention etc.
- Small scale learning aids: Sit and move cushions, variety of pencil grips, different kinds of scissors, writing slope, fiddles etc.
- Use of IT, when needed.

Targets.

Objectives	Actions to be taken	Person Responsible	Date to be completed
To build into the week a regular opportunity to pre-view, introduce and prepare individual children for activities planned as part of PE sessions.	PE planning to be available at the beginning of each week. Children to have the opportunity to 'try out' and become familiar with activities, to be used.	PE coach and TA working with individual children.	In place from Jan'16

## Part 2

### **Improve and maintain access to the physical environment.**

Current situation:

St. George's Catholic School occupies a sloping site and has a number of flights of steps and stairs. All areas of the site are accessible to wheelchair users, via a series of slopes and pathways.

There is an accessible WC in the administration corridor of the main school and a second in the swimming pool building. There is an accessible changing room in the swimming pool building.

Advice is regularly sought for individual children from specialist learning support services and other outside agencies. Careful assessment and preparation for each classroom move is undertaken, and the best routes around the school etc. explored. We respond to advice and make all reasonable adjustments and adaptations to classroom layout and environments, access to toilets, sinks and wash basins, lunch-time, play time and assembly provision. We aim to make on-going changes and adaptations, as they become obvious.

Planned actions.

Objectives	Actions to be taken	Person Responsible	Date to be completed
To replace sink and wash basin taps with either lever or push-down mechanisms, as appropriate throughout the school.	Taps replaced in cloakrooms and activity areas. Key Stage 1 Key Stage 2	Head teacher	Autumn 2016
To fit a handrail on the flight of steps leading to the Y2 classroom.	Handrail fitted to wall of the steps to Y2 classroom.	Head teacher	Spring 2016
To fit a handrail on the steps between the Hall and Class 5 classroom.	Handrails fitted.	Head teacher	Spring 2016
To fit a handrail on steps from the Hall to the KS 2 playground	Handrails fitted	Head teacher	Spring 2016

### Part 3

#### **Improve the delivery of written information to pupils.**

##### Current Situation:

- We use and follow Somerset Total Communication principals and techniques to support our delivery of information and learning within the school. This includes the use of real objects, photographs and symbols, as well as the use of gesture and signing in many forms, to aid communication.
- Inclusive Dyslexia Friendly approaches and strategies are used throughout the school. This includes multi-sensory teaching and approaches.
- Interactive white boards are used in each classroom.
- IT is used. This includes, laptops, ipads, 'Talking tins', voice supported programmes etc. A wide variety of programmes and apps are used, appropriate to the age and capabilities of the children.

##### Action Plan

Objectives	Actions to be taken	Person Responsible	Date to be completed
To update, revise and renew our commitment and practice in providing an Inclusive Dyslexia Friendly School environment.	Refresh and update whole school practice via updated training and awareness raising. Formal renewal of Dyslexia Friendly Status.	SENCo MB and PH	Late Spring, Early Summer 2016.
To re-energise the use of STC throughout the school.	Investigate and introduce 'New/Revised STC system and training. SENCo and another member of staff. New training materials disseminated and introduced.	SENCo MB	New programme/approach planned launch in Summer/ Autumn 2016
To review and refresh use of IT packages, programmes etc.	Access Cicker 6 training for TA's	MB to access and book.	Autumn 2016