

St. Monica's Catholic Primary School



‘Let Trust, Respect and Love live
here.’

Accessibility Plan

Adopted:- Summer '21
Review:- Summer '24

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Our School is a mainstream school for boys and girls from age 3 years to 11 years old. The school comprises of one school building and one SEN annexe. There is disability access for all classrooms and main areas of the school.

The School aims to:

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning.
- For all members of the school community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

- Full access to the curriculum
- Full access to the physical environment
- Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to the school general areas are either flat or ramped and have wide doors. The Reception area is fully accessible for wheelchair users. There are

disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we can seek advice from the MK Sports Partnership for identified individual needs.

Our School Accessibility Plan 2021-2024

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ SENDCo	Ongoing meetings with teacher and any 121 TA Termly teacher meetings with parents/carers Annual review meetings with SENDCO Stay and Learn Sessions Parents informed of any communication with outside agencies e.g. SALT, MKC	Time allocated	In place and ongoing	Parents/carers fully informed about progress so that they can engage with their child's learning.
Training for staff on increasing access to the curriculum for all pupils	SLT/ SENDCo/ School Nurse	Training from SALT, Behaviour Support and Sensory Support Teams Access to course, CPD, including teaching and resources around TEAACH methodology Ongoing guidance from specialists e.g. Sensory Support for children with visual or hearing impairment, physiotherapists, OTs. Epi-pen/diabetes training	Training and TA time allocated Cost of training and support e.g. behaviour support	In place and ongoing	Full access to the curriculum Needs of all learners met Records of staff trained
Effective use of resources and specialised equipment to increase access to the curriculum	SENDCo/ SLT/	Strategic deployment of support staff and intervention teachers Effective use of ICT e.g. Clicker and voice activated text Purchase and allocated other resources as needed e.g. support chairs, sloping boards, wobble cushions, reading rulers, coloured exercise books, overlays, pencil grips, adapted pens, fiddle toys, EAL resources Ensure specialist equipment (e.g. hearing aids) is checked daily and seek advice if needed	<See resource list	In place and ongoing	Full access to the curriculum Positive impact on pupil progress
Adaptations to the curriculum to meet the needs of individual learners	SENDCo/ Class Teachers	Timetable adaptations Pastoral support Use of maths/reading tutors Individual physiotherapy/OT programs Specific training in word processing skills Use of access arrangements for assessment, standardised tests	TA and tutor time IT provision Phase leaders re. access arrangements	In place and ongoing	Children able to evidence their learning effectively

Extra-curricular activities planned to ensure reasonable adjustments are made to enable the participation of all pupils	SENDCo/ SLT/ PE coordinator	Risk assessments to be taken where appropriate Differentiated support based on children's needs	Specialist equipment as necessary	In place and ongoing	Access to extra-curricular activities for all pupils
2. Develop the Physical Environment					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets	KS	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and Reception to be fully compliant	KS / HT	Designated disabled parking Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Improvements to help the visually impaired as necessary	KS / HT	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed	Cost of materials and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Maintain safe access around exterior of school	KS/HT	Ensure that pathways are kept clear of vegetation	Cost included in ground's maintenance contract	In place and ongoing	People with physical disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	KS/HT	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with physical disabilities can move safely around the school

3 Develop the Delivery of Written Information					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Office/ SLT/ SENDCo	Newsletters emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate Investigate GTranslate facility on website with LogoMark	Contact details Cost of translation / adaptation of website	In place and ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Office/ SLT/ SENDCo	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment.	In place and ongoing	Pupils and parents able to access all school documentation