

St Joan of Arc Catholic School

Accessibility Plan 2016-19

AIMS

At St Joan of Arc Catholic Primary School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. We aim to:

- secure an inclusive learning environment and support individual pupils with special educational needs and/or disabilities
- respond to pupils' diverse learning needs
- overcome potential barriers to learning for individuals and groups of pupils
- provide a safe, secure, stimulating and supportive atmosphere where each child is valued

This plan outlines the main activities which the school undertakes, and is planning to undertake, to achieve the aims outlined above.

DEFINITION OF DISABILITY

‘A person has a disability if he or she has a physical or mental impairment that has a substantial long term adverse effect on his or her ability to carry out day to day activities’ – (Disability Discrimination Act, DDA, 1995)

The School’s Equality Policy aims to ensure that there is no discrimination against any group within our community. The school has put in place policies and procedures so that children and people with disabilities are not treated less favourably in the service, education or support they receive, than people without a disability.

REASONABLE ADJUSTMENTS

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non- disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school.

THE PLANNING DUTY

The school recognises its duty under the Disability Discrimination Act 1995 (DDA), extended to include education by the SEN and Disability Act 2001 (SENDA) and replicated in the

Equality Act 2010. This plan should be read alongside the following other school policies: Special Educational Needs, Single Equality Policy.

The school has a duty to promote equality of opportunity for disabled people (pupils, staff, parents, carers and other people who use the school or may wish to) and to prepare and publish an accessibility plan to show how they will meet these duties.

The plan sets out how the governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. In accordance with the Act the plan focuses on three key areas:

a) Improving access to learning and the curriculum

The school will continue to develop expertise of staff and follow the advice of LA services, and other external professionals that can support the school to ensure that pupils with SEND access the curriculum. The school will ensure that the formal curriculum, including PSHE lessons, and the informal curriculum, including assemblies and events in the life of the school help educate all pupils about SEND needs and differences. The school will actively promote values of inclusivity.

b) Improving access to the physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities, services and fittings.

c) Improving access to the provision of information

The school provides information in a variety of ways (including through ICT) and will make itself aware of local services, including those provided through the LA, offering information in alternative formats when required or requested.

PREVIOUS ADAPTATIONS MADE BY THE SCHOOL

- The provision of a disabled toilet in the main foyer
- The provision of washing & showering facilities for disabled users
- Provision of interpreters and translators for parents/carers
- Appointment of a full-time Welfare Assistant
- Appointment of full-time Teaching Assistant specialising in communication and language difficulties
- Redevelopment of the pedestrian entrances and exits to school, to include enhanced ramp access

The most recent school Ofsted report (July 2014) noted 'Disabled pupils and those with special educational needs do well because their needs are carefully identified and they receive high quality support from skilful teachers and teaching assistants.'

ACCESS TO THIS PLAN

This plan will be published on the school website. It will also be made available on request to any current or prospective parent who requests it. It will be made available to OFSTED, the Local Authority and Diocese on request.

IMPLEMENTATION AND MONITORING

Schools are required to resource, implement and review their accessibility plan as necessary. It will be the responsibility of the whole school community to implement the priorities identified in this plan. This plan will also inform relevant aspects of the School Improvement Plan. This plan will be monitored and evaluated by the Senior Leadership Team, Headteacher and Governing Body.

**ST JOAN OF ARC CATHOLIC PRIMARY SCHOOL
ACCESSIBILITY PLAN 2016-19**

IMPROVING ACCESS TO LEARNING AND THE CURRICULUM

Priority	Action	Success Criteria	Timeframe	Lead	Monitoring
Ensure staff assigned to work with SEND pupils on a 1-1 basis have the knowledge and skills to do so effectively	Audit existing skills and experience of current staff Specialist training for assigned staff through LEA or Specialist Training Providers.	Staff are confident to teach and support pupils with SEND to enable them to fully access the curriculum. Pupils are able to access learning and the curriculum	Ongoing - depending on pupil profile and identified barriers to learning Annual review of EHC plans	Inclusion Manager	SLT SEN Governor
Ensure designated staff are trained to meet needs of new pupils with specific medical needs	Specialist training for assigned staff through LEA or Specialist Training Providers.	Staff receive up to date training and are able to support pupils with specific medical needs Pupils with specific medical needs can fully access learning and participate in the life of the school	Ongoing- depending on pupil profile and identified barriers to learning Individual pupil medical plans reviewed annually	Welfare Assistant	SLT SEN Governor
Ensure pupils show inclusive behaviours towards new pupils who have a disabilities and/or Special Educational Needs	PSHE/RE curriculum and Assemblies to develop pupils' understanding of children with specific barriers to learning	A fully inclusive school community where pupils are able to embrace difference and support each other	Ongoing – embedded within school pastoral curriculum	Class Teachers and Phase Managers Lunchtime supervisors	SLT SEN Governor

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Priority	Action	Success Criteria	Timeframe	Lead	Monitoring
Make improvements to the EYFS outdoor learning space to increase access for children with physical needs	Enlarge and re-develop the outside learning area for Reception children	Reception children with physical needs have greater space to access outdoor learning opportunities	Summer 2016	SLT EYFS manager Premises Manager	SLT EYFS governor
Ensure Reception pupils have access to own designated toilet area	Reassign Reception classrooms to allow for a designated toilet area	Reception children have increased confidence and independence when using toilet facilities	Summer 2016	SLT EYFS manager Premises	SLT EYFS

				Manager	governor
Improve parental access to Year 1 classes at the start and end of school day	Redesign entrances to Year 1 classroom (align entrance to Class C with Class D)	Parents (especially those with twins) have improved access and communication with Year 1 classrooms and staff	Summer 2016	SLT Premises Manager	SLT
IMPROVING ACCESS TO THE PROVISION OF INFORMATION					
Priority	Action	Success Criteria	Timeframe	Lead	Monitoring
Improve parental access to information about out of hours learning opportunities	Develop online booking system with Highbury Round House Provision of parents' iPad in school reception area	Parents/carers with communication difficulties (e.g. hearing impairment) or physical disabilities can fully access out of hours learning opportunities	Autumn 2016	Highbury Round House School Office Staff	SLT
Provide specialist resources to support visual and hearing impairment	Whole school use of interactive whiteboards and ICT (e.g. hearing loops) to produce and enhance information in different media liaise with LA support services	All staff use teaching and learning strategies to ensure that information is presented in a user friendly way for children with SEND Identified pupils are able to fully access learning and the curriculum	Ongoing - depending on pupil profile and identified barriers to learning	Inclusion Manager	SLT SEN Governor
Improve availability of information for parents/carers	Make available information for parents in alternative formats when requested for individual purposes Redevelop school prospectus and review school website Provision of parents' iPad in school reception area and texting and email service for parents/carers	Parent/carers can fully access all school published information Written information is available in alternative formats (e.g. online, printed) Office staff are aware of services available for presenting information in different formats, including enlarged print and use of translation services	School Prospectus – updated spring 2016 & spring 2019 School website – reviewed annually during autumn term Interpreters & translators booked on request	School office staff Inclusion Manager	SLT

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