

**St. Bede's Catholic Infant School**

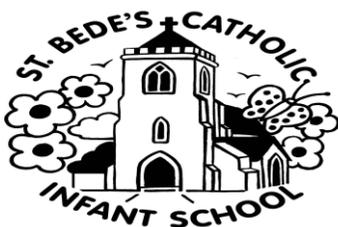
**Accessibility Strategy and Plan 2015-2018 (Reviewed Annually)**

**Approved by the Governors Autumn 2015**

**Reviewed by Governors Autumn 2018**

**Review Date: (Revised plan 2018-21 Review Autumn 2019)**

**Signed Chair of Governors M. Rowlands 4.9.18**



### *Mission Statement*

*At St. Bede's Catholic Infant School it is the mission of the whole school community to nurture a loving, safe, caring, supportive, quality environment in which the individual has the opportunity to develop intellectually, spiritually, morally, socially and emotionally in an atmosphere of trust and mutual respect.*

## **Introduction**

**The SEN and Disability Act, extended the Disability Discrimination Act 1995 (DDA) and was further enhanced and modified by the Equality Act 2010 to to cover education. These acts were introduced with the aim of ensuring that all disabled people have an opportunity to participate equally in society. Under the Equality Act, Disability is a specific, 'Protected Characteristic'.**

**Responsibilities for the school under these Acts are:**

- **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.**

**At St. Bede's Catholic Infant School we aim to ensure that not only our pupils but other people who visit or use our school can use our facilities with ease. In line with our Mission Statement we are committed to providing an environment that enables access to the curriculum and all aspects of school life. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within school.**

**The Accessibility Plan is a statutory document approved by the Governing Body. The Plan covers 3 years but is reviewed at St. Bede's on an annual basis. The review process can be delegated to a committee of the Governing Body and at St. Bede's the Premises Committee will take responsibility for this. The Accessibility Plan is fully integrated into the School Development Plan. Monitoring of the progress towards objectives/targets is rigorous and ongoing by the headteacher, staff and governors as appropriate.**

**The plan covers the period Autumn 2015 to Autumn 2018 and sets out proposals:**

- **To increase the extent to which disabled pupils can participate in school's curriculum;**
- **To improve the environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services offered by school;**
- **To improve the delivery to disabled pupils of information which is readily accessible to those who are not disabled.**

### **DDA 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 affect on his or her ability to carry out their day to day activities.’**

### **Access to this Plan**

**This plan will be available:**

- **On the school website;**
- **On request in a paper format.**

### **Supporting School Policies/Plans**

- **Curriculum**
- **Disability and Equalities Statement/Action Plan Objectives**
- **Equal Opportunities**
- **SEN**
- **Inclusion**
- **Behaviour**
- **Anti-bullying**
- **Educational Visits**
- **Premises**

### **Accessibility Planning Process**

**Plans for accessibility are developed through our school development planning process. The Accessibility Plan has been developed and drawn up based upon information from relevant audits and consultation with the children, parents and wider community.**

**The Accessibility Plan is structured to complement and support the school’s Equality Objectives and has been incorporated into the School Development Plan and published on the school website. The Accessibility Plan is fully integrated into the School Development Plan.**

## **Current good practice**

### **Curriculum Access**

Teachers modify teaching and learning as appropriate. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in all aspects of the curriculum. Personalised learning and provision mapping is used to ensure that children's individual needs are met as appropriate.

The needs of staff are also considered to ensure that they are able to fulfil their role in delivering the curriculum ensuring that all children achieve their potential.

### **Extended Curriculum**

Throughout the year we provide a wide variety of extra-curricular activities and sporting opportunities. These include dance, multi-skills, tennis, golf, yoga, art, craft, drama, Spanish, choir, speaking choir and super skills. To ensure maximum participation of all children additional support is offered to those children as appropriate to their need following discussion with parents.

### **Physical Access**

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Governing Body. The premises report details progress in building accessibility plans and developments. The Accessibility plan is fully incorporated into all relevant sections of the School Development Plan including the Equalities Action Plan and is subject to regular and rigorous review. Reports on progress are given at least termly by appropriate committees and staff to the full governing body and all staff are aware of their responsibilities in ensuring equality of provision.

The Local Authority had commissioned a number of audits from 2002/2003 i.e. Asset Management, Condition of Building, Suitability Survey, Accessibility Survey and the Workforce Remodelling initiative. Schools were requested to bring priorities together within an Asset Management Plan. A strategic programme of works for school was carried out, completed and signed off as a matter of record. Specifically the Accessibility Plan was subject to LCVAP funding and maximum DfC and was supported by LCVAP funds. It was subject to a pilot scheme in conjunction with St. Bede's Junior School and all access issues were addressed. We were designated as accessible schools by the LA.

Physical access to the school premises and environment has been improved through ramps, levelling of thresholds and widening of doorways. On site car parking for staff includes a disabled bay. The main reception area has a secure lobby and is fitted with a low level hatch. There are 5 disabled toilets (1 adult and 4 child). These are fitted with a handrail and a pull emergency cord. Full regard is taken to Accessibility when any premises work is undertaken including lighting, decoration etc.

The playground and garden area is also fully accessible.

Minor actions as recommended in a HBC Environmental Audit in the Summer of 2017 have been undertaken in August including distinct visual colour zones on posts and toilet seats.

#### **Evacuation Procedures**

The school's fire and evacuation policy lays down basic procedures for the safe evacuation of the school building. Personal Evacuation Plans are produced as appropriate to meet the specific needs of an individual.

The school has internal emergency signage and escape routes are clearly marked.

#### **Support Services**

Access to or signposting to support services both within school and externally is available to children and families as appropriate

#### **Communication of information**

Communication and excellent relationships with families are at the heart of our Induction Programme. Communication relating to any need is a high focus. In the term prior to the children starting school, parents meet with the Early Years lead in school and other relevant members of staff including the SENCO to discuss any needs the child or other members of the family may need support with. This knowledge supports the smooth transition to school and enables school to provide the necessary support within a reasonable timeframe.

### **School Disability and Equalities Working Party**

The School Disability and Equalities Working Party continues to meet once each term. The Working Party has helped us to further develop our policies and practices towards equality. The Focus of each of the meetings links with the inclusion of all through a range of school initiatives. A standing item on the agenda is to ensure access for families/children who have a specific access need.

Methods of communication include:

Personal contact

Letters/Fliers/Notes e.g events, workshops, open occasions

Newsletters

Home/School Diary

School website

Phone

The School website is an effective method of communication with parents [www.stbedesinafants.co.uk](http://www.stbedesinafants.co.uk)

At least termly parents are reminded through a newsletter and the Headteacher's Report that school policies and documents (available to the public) can be made available in a variety of formats and languages, that small print can be enlarged within a reasonable timeframe. Support is available through the school office when completing forms.

Our action planning for improved accessibility covers:

- Curriculum and extended curriculum;
- Physical access-Physical environment of the school and building structure;
- Evacuation;
- Support services;
- Communication of information.

**St. Bede's Catholic Infant School Accessibility Action Plan 2015-2018**

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**The plan sets out proposals:**

- **To increase the extent to which disabled pupils can participate in school's curriculum;**
- **To improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services offered by school;**
- **To improve the delivery to disabled pupils of information which is readily accessible to those who are not disabled.**

## Aim

- To increase the extent to which disabled pupils can participate in school's curriculum;

Development Target	Action/Strategies	Responsible Personnel	Time Scale	Cost	Success Criteria	Evaluation Reviewed Autumn 2018
<p>To ensure effective transition from pre-school to Reception for Pupils and Parents</p> <p>To identify individual needs and ensure continuity and progression on entry</p> <p>To enhance and ensure understanding of and commitment to School Policies and procedures</p>	<p>Continue to enhance Induction Programme (Use feedback from Parent questionnaires)</p> <p>Follow programme and timetable as developed and successfully used in previous years.</p> <p>Hold transition meetings with pre-school providers</p>	<p>Miss Coughlan Mrs Paton EYFS Staff SENCO</p>	<p>April-July 2018 Annually</p>	<p>As timetabled</p>	<p>Relationships with staff, parents and pre-school settings enabling open discussion and efficient gathering of information regarding each child - ensuring all needs are catered for.</p> <p>Parents confident knowledge of and commitment to School Policies and Procedures.</p> <p>Transition meetings clarifying needs of individuals and implications for planning, curriculum delivery and resources.</p>	<p>Effective transition programme with full engagement from pre-school settings and parents.</p> <p>Transition meetings held with pre-school settings, parents and external agencies as appropriate supporting the identification of additional needs.</p> <p>This has enabled the effective deployment of staff and ensured that all appropriate resources and provision is in place prior to the children starting school. Action Plans have been produced.</p> <p>Strategy to continue</p>

<b>Development Target</b>	<b>Action/Strategies</b>	<b>Responsible Personnel</b>	<b>Time Scale</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>Evaluation</b> <b>Reviewed Autumn 2018</b>
	<b>Deliver revised pre-school Literacy and Numeracy Workshops for parents and children</b>	<b>Mrs Towell Miss Boardman</b>	<b>See above</b>	<b>am</b>	<b>Play workshops-parents aware of the importance of the Prime areas and their impact upon children being able to access the Specific areas for learning. Parents confidently supporting learning.</b>	<b>During the summer term Miss Boardman and Mrs Towell led the Pre-School Numeracy and Literacy Workshops for the new reception children, due to enter school in September 2018. They were very well attended by up to 40 families and were positively evaluated. Maintaining high levels of parental support at home and school remains a focus. Miss Boardman and Mrs Towell also provided information on the Maths and English Curriculum at Induction Evening</b>  <b>Strategy to continue</b>
<b>To maintain existing high standards of inclusive practice and procedures to access a creative, broad, balanced and differentiated curriculum. (Inclusion Action Plan)</b>	<b>Continue confident implementation of Provision mapping. Timetable interventions as appropriate to need, refining focus across all ability groups and monitor impact. Focus on content of intervention support including entry and exit criteria.</b>	<b>Miss Coughlan All staff</b>	<b>Ongoing</b>		<b>Provision Mapping in place and entry and exit criteria being used effectively. Strategies in place ensuring progress and achievement of potential. SEPPs used where necessary. Recording simplified.</b>	<b>Staff using provision maps to support identification of required provision in class. Groups refined each half term at pupil progress meetings and evaluations of intervention. All children prior to SEND identification have had an initial concern plan in order to map provision and focus on personalised learning. During the meeting with parents, paperwork is completed and the actions agreed together. These are then reviewed to support progress and a decision is made whether new paperwork (SEPPs) need to be implemented.</b>

						<p>Liaison and discussion between class teachers/TAs and SENCo ensure that the children needing support are identified early to ensure that they are provided with relevant support or referrals are made to the relevant agencies.</p> <p>Staff are then use the documents to inform planning and put appropriate support in place.</p> <p><b>Strategy to continue</b></p>
<p>Continue to embed Olympic and Paralympic Values across the curriculum with high focus on P.E/Sport. (P.E Action Plan) Promote positive disabled/gender role models</p>	<p>Staff share and discuss Olympic and Paralympic values and strategies for inclusion across the curriculum and extra-curricular activities, assemblies and Collective Worship. Incorporate values into planning and delivery. Monitor impact. Invite visitors as gender role models and sports people with disability to speak to and work with the children.</p>	<p>Mrs Bellard All staff</p>	<p>Ongoing</p>		<p>Values understood and practiced supporting good relationships and mutual respect.</p>	<p>Mr Wood (Sport consultant) has provided multicultural/disability sport activities to both Year 1 and Year 2 followed by a multicultural sports after school club. This gave children an understanding of the origin of many different sports e.g. bocia along with the adaptation of sports for people with disabilities e.g. Goal ball. The impact of this was a greater understanding of how sport is available and accessible to everybody.</p> <p><b>Strategy to continue</b></p>

Development Target	Action/Strategies	Responsible Personnel	Time Scale	Cost	Success Criteria	Evaluation <u>Reviewed Autumn 2017</u>
<p><b>To maintain high standards of effective parental support at home and in school</b></p>	<p>Continue use of curriculum overviews, Home/School books, Proud Moments slips and parent questionnaires to facilitate greater communication between parents and teachers, enhancing identification of specific next steps for individual children.</p>	<p>Mrs Paton EYFS Team</p>	<p>Ongoing</p>		<p>Greater parental awareness of their child's learning. Parents/carers are confident with own skills and more confidently support children at home. Teachers are more aware of parents views and closer links aid knowledge of individuals development. Exciting links enthusing parents and children.</p>	<p>Home/school books have been used effectively to support relationships/communication with parents and parent voice. Proud moment slips were reviewed and updated to encourage parent and pupil voice.</p> <p>School now has a new website provided by School Spider. Miss Parle facilitated a lengthy and complex transition process from the old format to the current one. The new site has enabled school to have a much greater degree of 'ownership' and the ability to update and amend the site with immediate effect. Miss Parle has begun cascading training in order that subject leaders can add and edit content. Next step is to begin to consider class pages and to add content.</p> <p><b>Strategy to continue</b></p>
<p><b>To maintain effective links with multi-agencies</b></p>	<p>Agencies to provide appropriate support including training, resources, identification of auxiliary aids in line with need</p>	<p>Mrs Paton Mrs Bird Miss Boardman Miss Coughlan</p>	<p>Ongoing</p>	<p>Needs led</p>	<p>Collaboration ensuring staff confidently supporting children</p>	<p>We have maintained our links with other agencies having involvement with School Health, Speech and Language, Physiotherapy, Hearing, Vision, Psychology, and SEN Services. The development of effective multi-agency working is an integral part of inclusion.</p>

						<p>Children requiring support have been identified initially in time for them starting school in September. Monitoring and support throughout the year has been undertaken to identify any additional needs and make any necessary referrals to external agencies. Relevant liaison with SENCO ensured children accessed support as needed.</p> <p><b>Strategy to continue</b></p>
<p><b>To ensure Educational Visits/outdoor learning activities are inclusive</b></p>	<p><b>Review Educational Visits/outdoor learning activities Policy/procedures including Risk Benefit Assessments</b> <b>Liaise with parents</b></p>	<p><b>Miss Coughlan</b> <b>Mrs Rudge (Gov)</b> <b>Miss Boardman (EVCo)</b></p>	<p><b>Ongoing</b></p>	<p><b>3 hours</b> <b>Needs led</b></p>	<p><b>Policy and Procedures supporting/facilitating inclusive Educational Visits/outdoor learning activities</b></p>	<p><b>Policies and procedures reviewed annually supporting/facilitating inclusive educational visits.</b> <b>Any individual's additional needs or required specialist provision/support is provided to ensure inclusion.</b></p> <p><b>Strategy to continue</b></p>
<p><b>To ensure Extra-curricular activities are inclusive</b></p>	<p><b>Review extra-curricular activities offered.</b> <b>Maintain register of attendance.</b> <b>Work in liaison with providers.</b></p>	<p><b>Miss Coughlan</b> <b>Mrs O'Neill</b> <b>Relevant Co-ordinators</b> <b>External agencies</b></p>	<p><b>Ongoing</b></p>	<p><b>6 hours/term</b></p>	<p><b>Inclusive activities evident.</b> <b>Analysis attendance to ensure opportunity provided for all.</b></p>	<p><b>Overview of participation produced enabling all staff to ensure maximum participation.</b></p> <p><b>Mr Wood (HBC SLA) has provided multicultural/disability sport activities to both Year 1 and Year 2 followed by a multicultural sports after school club. This gave children an understanding</b></p>

						<p>of the origin of many different sports e.g. boccia along with the adaptation of sports for people with disabilities e.g. Goal ball. The impact of this was a greater understanding of how sport is available and accessible to everybody.</p> <p><b>Strategy to continue</b></p>
<p><b>To maintain awareness of responsibilities of all staff and governors in meeting the requirements of the General and Specific Duties of the Equality Act 2010</b></p>	<p><b>Continue to attend relevant training</b></p> <p><b>Agenda item at meetings</b></p> <p><b>Minutes</b></p> <p><b>Review all relevant Policies and procedures</b></p>	<p><b>All staff</b></p> <p><b>Governors</b></p>	<p><b>Ongoing</b></p> <p><b>Staff Meetings</b></p> <p><b>Governing Body Meetings</b></p> <p><b>DEWP</b></p> <p><b>Annually in line with Policy review timetable</b></p>		<p><b>Training supporting effective inclusive practice</b></p> <p><b>Evident high focus on the need of the individual and families</b></p> <p><b>Fair transparent Policy/Procedures support principles of Equality Act 2010.</b></p> <p><b>Staff and Governors are aware of and fulfil their duties and responsibilities.</b></p>	<p><b>Due regard is paid to the Equality Act 2010.</b></p> <p><b>All policies are reviewed annually and updated as necessary.</b></p> <p><b>All statutory training is completed by relevant members of staff.</b></p> <p><b>Further training is carried out as appropriate and when there are training events to support our ongoing work.</b></p> <p><b>Strategy to continue</b></p>

**Aim**

- To improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services offered by school;

<b>Development Target</b>	<b>Action/Strategies</b>	<b>Responsible Personnel</b>	<b>Time Scale</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>Evaluation</b>
<b>To maintain existing high standards of inclusive physical environment</b>	<p>All accessibility issues incorporated into Building Projects: Focus Rolling programme redecoration Playground</p> <p>School will take account of individual and school community needs when undertaking future refurbishment or premises projects including: Incorporation of appropriate colour schemes, lighting, fixtures and fittings</p>	<p>Premises and Finance Committees LA Archdiocese Cunliffe's Surveyors</p> <p>Miss Coughlan SENCO SEN service Archdiocese LA</p>	<b>Ongoing</b>	<b>Building rolling programme</b>	<b>Accessibility and additional needs met within a reasonable timeframe in building design maintaining inclusive environment for all.</b>	<p><b>Accessibility</b> Standing item on agenda. No requests from parents re access to school. All areas throughout the school are accessible for all. Cross hatchings – car park (disabled bay, gate access to Infants and Juniors) – Mr Towell liaised with Juniors and council and arranged for the repainting to be completed. A 5mph signs displayed. Minor improvements have been identified through a HBC environmental audit and these have all been completed over the Summer break.</p> <p><b>Strategy to continue</b></p>
	<p>Optimum organisation of classrooms and corridors for disabled pupils. Advice sought from Archdiocese/LA on refurbishment/alterations to meet individual need.</p>	<p>Miss Coughlan SENCO All staff SEN service Governors</p>	<b>Ongoing</b>	<b>Needs led</b>	<b>Physical accessibility of school maintained.</b>	<p>Classroom organisation responsive to needs e.g. minor recommendations to be implemented September following HBC Summer environmental audit.</p> <p><b>Strategy to continue</b></p>

<p><b>To improve access to external support services for pupils, parents and carers.</b></p>	<p><b>Signpost parents as appropriate to relevant agency/support</b></p> <p><b>Open discussion on impact</b></p>	<p><b>Miss Coughlan SENCO Miss Scragg Miss Boardman</b></p>	<p><b>Ongoing</b></p>	<p><b>Needs led</b></p>	<p><b>Confident use of appropriate multi-agency support effectively supporting needs of all</b></p>	<p><b>Staff in line with their role e.g. SENCO, Designated staff ensure that parents are fully supported from Induction to work in partnership with all appropriate external agencies and this continues in response to need.</b></p> <p><b>Strategy to continue</b></p>
<p><b>To ensure the medical needs of all pupils are met</b></p>	<p><b>Meet with parents to discuss individual needs</b></p> <p><b>Attend appropriate training</b></p> <p><b>Review appropriate policies and procedures and staff and governors to familiarise and implement these as appropriate.</b></p> <p><b>Liaise with and seek support and advice from multi-agencies</b></p>	<p><b>Miss Coughlan SENCO Miss Scragg Miss Boardman</b></p>	<p><b>Annually Summer term</b></p> <p><b>Ongoing</b></p> <p><b>In line with training renewal schedule</b></p> <p><b>Needs led</b></p>		<p><b>Policies and procedures adhered to and training attended ensuring medical needs met are met</b></p>	<p><b>All policies and procedures reviewed annually and posted as appropriate on the school website and hard copies made available from the office.</b></p> <p><b>All TAs and 2 members of the teaching staff have undertaken the Administration of Medicine training</b></p> <p><b>All Teachers are Emergency First Aid Trained</b></p> <p><b>All TAs and the Health and Safety representative are Qualified in both Paediatric First Aid and have the full First Aid Qualification</b></p>

						<p><b>A timetable for training is in place to ensure that school is fully compliant at all times.</b></p> <p><b>Asthma and Allergy training is undertaken annually</b></p> <p><b>Training for other medical needs is needed e.g. diabetes</b></p>
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**Aim To improve the delivery to disabled pupils and parents of information which is readily accessible to those who are not disabled.**

<b>Development Target</b>	<b>Action/Strategies</b>	<b>Responsible Personnel</b>	<b>Time Scale</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>Evaluation</b>
<b>To enhance the school website</b>	<b>Review layout of website and information provided</b>	<b>Miss Parle</b>	<b>Autumn 2016 Ongoing</b>	<b>£1100</b>	<b>Website supporting effective communication</b>	<b>School's website is now provided by School Spider. Miss Parle facilitated a lengthy and complex transition process from the old format to the current one. The new site has enabled school to have a greater degree of 'ownership' and to update and amend the site with immediate effect. Miss Parle has begun cascading training in order that subject leaders can add and edit content. Next step is to begin to consider class pages and to add content. This website is regularly reviewed to ensure compliance.</b>
<b>Availability of written material in alternative format</b>	<b>Familiarisation of services available for converting written information into alternative formats.</b>	<b>Miss Coughlan SENCO LSS SMTSS</b>	<b>Ongoing</b>	<b>Needs led</b>	<b>Written information can be provided when needed in alternative formats on request or as need arises. Delivery of information to disabled pupils improved.</b>	<b>From Induction and at least annually parents/carers are informed through a newsletter and the Headteacher's Termly Report that school documents (available to the public) can be made available in a variety of formats and languages, that small print can be enlarged and that support is available through the school office when completing forms. <b>Strategy to continue</b></b>

<p><b>To enable improved access to written information in line with identified need</b></p>	<p><b>Consider font size and page layout</b>  <b>Audit school library and reading books</b></p> <p><b>Consider displays</b></p> <p><b>Continue to audit signage</b></p>	<p><b>Mrs Towell</b></p> <p><b>All staff</b></p> <p><b>Mr Towell</b></p>	<p><b>Ongoing</b></p>	<p><b>Needs led</b></p>	<p><b>Access to written information supporting good progress and effective communication</b></p>	<p><b>Resources prepared in line with need</b></p> <p><b>Advice sought as appropriate from external agencies including specialist teachers e.g. preparation of resources/reading materials/display.</b></p> <p><b>Strategy to continue</b></p>
<p><b>Maintain and publicise Disability and Equality Working Party and incorporate views of community</b></p>	<p><b>Working party to meet each term.</b>  <b>Children's views invited through SEAL activities and school council and Steering Groups.</b></p>	<p><b>DEWP</b></p>	<p><b>9.11.17</b>  <b>31.3.18</b>  <b>7.7.18</b></p>	<p><b>am</b>  <b>am</b>  <b>am</b></p>	<p><b>School takes account of the views of the community and incorporate into action plan</b></p>	<p><b>Working party continues to discuss relevant updates, changes in legislation/documentation</b></p> <p><b>Pupil Steering Groups continue to highlight the importance of pupil voice across the school.</b></p> <p><b>Strategy to continue</b></p>