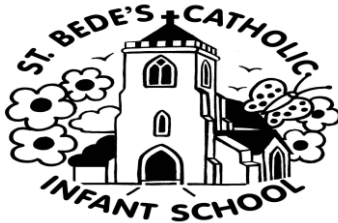


**St. Bede's Catholic Infant School**

**Accessibility Strategy and Plan 2018-2021 (Annual Review completed Summer 2020)**

<b>Annual Community Consultation</b>	<b>Summer 2019</b>
<b>Agreed by Staff</b>	<b>Summer 2019</b>
<b>Approved by Governors</b>	<b>Summer 2019</b>
<b>Review Date</b>	<b>(Annual Review completed Summer 2020)</b>
<b>Signed Chair of Governors</b>	<b>S. Howard</b>



*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 and updated 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 Summer 2018 to Summer 2021 (as updated annually) 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**
- **SEND**
- **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 gymnastics, multi-skills, tennis, golf, yoga, art, craft, drama, Spanish, choir, speaking choir emotional health and well-being, Philosophy for Children (P4C) and Homework. 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/visitors 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 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 will continue 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.

The Disability and Equalities Working Party have not did not meet in the Spring and Summer terms due to COVID-19.

Methods of communication include:

Personal contact

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

Newsletters

Home/School Diary

School website/Twitter

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 2018-21 (Annual Review completed Summer 2020)**

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

**Accessibility Strategy and Plan 2018-2021 (Annual Review completed Summer 2020)**

<b>Annual Community Consultation</b>	<b>Summer 2019</b>
<b>Agreed by Staff</b>	<b>Summer 2019</b>
<b>Approved by Governors</b>	<b>Summer 2019</b>
<b>Review Date</b>	<b>(Completed Summer 2020)</b>
<b>Signed Chair of Governors</b>	<b>S. Howard</b>

**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
<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) 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 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>The Induction Programme has gone ahead, although due to Lockdown has looked very different to previous years.</p> <p>All parent interviews and nursery conversations have taken place by telephone. Relevant data and information has been collated and forwarded to relevant staff for actions. Parent information, the pre-school workshops, ideas to support school readiness, a virtual tour of the school and photographs of relevant staff have all been made available to parents and children on our website. Parents have been pleased with the contact and information provided and moving forwards we will certainly use these developments in our future programme.</p>
	<p>Deliver revised pre-school Literacy and Numeracy Workshops for parents and children</p>	<p>Mrs Towell Miss Boardman</p>	<p>June Annually</p>	<p>As timetabled</p>	<p>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.</p>	<p>See above Strategy to continue in line with Government guidelines on COVID-19</p>



Development Target	Action/Strategies	Responsible Personnel	Time Scale	Cost	Success Criteria	Evaluation
<p>To maintain existing high standards of inclusive practice and procedures to access a creative, broad, balanced and differentiated curriculum. (Inclusion Action Plan)</p>	<p>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.</p>	<p>Miss Coughlan Miss Scragg All staff</p>	<p>Ongoing</p>		<p>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.</p>	<p>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 face to face/telephone 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. 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. Staff then use the documents to inform planning and put appropriate support in place.</p> <p><b>Strategy to continue</b></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>
<p><b>Continue to embed Olympic and Paralympic Values across the curriculum with high focus on P.E/Sport. (P.E Action Plan) Promote positive role models</b></p>	<p><b>Staff share and discuss Olympic and Paralympic values and strategies for inclusion across the curriculum and extra-curricular activities, assemblies and Collective Worship.</b></p> <p><b>Incorporate values into planning and delivery.</b></p> <p><b>Monitor impact.</b></p> <p><b>Invite visitors as role models speak to and work with the children.</b></p> <p><b>(Link to PE/Sports Action Plan and Arts Action Plan-Focus Tokyo 2020)</b></p>	<p><b>Mrs Bellard</b></p> <p><b>All staff</b></p>	<p><b>Ongoing</b></p>		<p><b>Values understood and practiced supporting good relationships and mutual respect.</b></p>	<p><b>All children in KS1 took part in a multi cultural, multi and disability sports programme over 4 weeks. Children were introduced to and participated in sports from the above categories and developed their knowledge and understanding of different cultures, sports and disabilities. These sessions helped to support British Values and equality awareness and helped to further embed both the Olympic and Paralympic values taught throughout the curriculum.</b></p> <p><b>Strategy to continue using internal expertise</b></p>
<p><b>To maintain high standards of effective parental support at home and in school</b></p>	<p><b>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.</b></p> <p><b>Hold Community Equalities consultation days.</b></p>	<p><b>Mrs Paton</b></p> <p><b>EYFS Team</b></p>	<p><b>Ongoing</b></p>		<p><b>Greater parental awareness of their child's learning.</b></p> <p><b>Parents/carers are confident with own skills and more confidently support children at home.</b></p> <p><b>Teachers are more aware of parents views and closer links aid knowledge of individuals development.</b></p> <p><b>Exciting links enthusing parents and children.</b></p>	<p><b>Parent overviews were updated early in the autumn term and added to the website. The impact of more information on the school website as a result of Lockdown has been clear. Planning and practical ideas have been added and pages re-ordered to make them more accessible. Parents have been very appreciative of all of the information and guidance they have received. Moving forward ideas for home learning will continue to be added to class pages.</b></p> <p><b>Strategy to continue</b></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>To maintain effective links with multi-agencies</b>	<b>Agencies to provide appropriate support including training, resources, identification of auxiliary aids in line with need</b>	<b>Mrs Paton Mrs Bird Miss Boardman Miss Scragg Miss Coughlan</b>	<b>Ongoing</b>	<b>Needs led</b>	<b>Collaboration ensuring staff confidently supporting children</b>	<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 SENDCO ensured children accessed support as needed.</p> <p><b>Strategy to continue</b></p>
<b>To ensure Educational Visits/outdoor learning activities are inclusive</b>	<b>Review Educational Visits/outdoor learning activities Policy/procedures including Risk Benefit Assessments Liaise with parents</b>	<b>Miss Coughlan Mrs Rudge (Gov) Miss Boardman (EVCo)</b>	<b>Ongoing</b>	<b>3 hours Needs led</b>	<b>Policy and Procedures supporting/facilitating inclusive Educational Visits/outdoor learning activities</b>	<p>Policy and procedures revised in line with current guidance.</p> <p>All Risk Benefit Assessments completed and submitted to the Head for approval, and LA for information.</p> <p>Due to the Covid-19 pandemic no trips took place during the spring and summer terms. All further trips for the new academic year will be planned following advice from the government.</p>

Development Target	Action/Strategies	Responsible Personnel	Time Scale	Cost	Success Criteria	Evaluation
<p>To ensure Extra-curricular activities are inclusive</p>	<p>Review extra-curricular activities offered. Maintain register of attendance. Work in liaison with providers.</p>	<p>Miss Coughlan Mrs Faulkner Relevant Co-ordinators External agencies</p>	<p>Ongoing</p>	<p>6 hours/term</p>	<p>Inclusive activities evident. Analysis attendance to ensure opportunity provided for all..</p>	<p>Overview of participation produced enabling all staff to ensure maximum participation. All pupils across Key Stage 1 have had the opportunity to participate in a wide variety of extra-curricular activities including sports/health activities. All children in KS1 took part in a multi cultural, multi and disability sports programme over 4 weeks. Children were introduced to and participated in sports from the above categories and developed their knowledge and understanding of different cultures, sports and disabilities. These sessions helped to support British Values and equality awareness and helped to further embed both the Olympic and Paralympic values taught throughout the curriculum.</p> <p>Government advice will be followed relating to after school clubs</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>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><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>	<b>All staff</b> <b>Governors</b>	<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 (October 2019) (Link to PE/Sport Action Plan)            School will continue to 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            Mrs Bellard</p> <p>Miss Coughlan            SENCO            SEN service            Archdiocese LA</p>	<p>Ongoing</p> <p>£15 500</p>	<p>Building rolling programme</p>	<p>Accessibility and additional needs met within a reasonable timeframe in building design maintaining inclusive environment for all.</p>	<p>Accessibility is a Standing item on governors agenda.            No requests from parents re-access to school. All areas throughout the school are accessible for all.</p> <p>The playground project was completed in Autumn 2019.            Monitoring of the impact of this will continue most specifically related to limited use due to Lockdown.</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>	<p>Ongoing</p>	<p>Needs led</p>	<p>Physical accessibility of school maintained.</p>	<p>Classroom organisation responsive to needs.            Government guidance will be followed related to Pandemic 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>To improve access to external support services for pupils, parents and carers.</b>	<p>Signpost parents as appropriate to relevant agency/support</p> <p>Open discussion on impact</p>	<p>Miss Coughlan SENCO Miss Scragg Miss Boardman</p>	Ongoing	Needs led	Confident use of appropriate multi-agency support effectively supporting needs of all	<p>Staff in line with their role e.g. SENDCO, 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.</p> <p><b>Strategy to continue</b></p>
<b>To ensure the medical needs of all pupils are met</b>	<p>Review appropriate policies and procedures and staff and governors to familiarise and implement these as appropriate.</p> <p>Meet with parents to discuss individual needs</p>	<p>Miss Coughlan SENCO Miss Scragg Miss Boardman</p>	<p>In line with training renewal schedule</p> <p>Annually Summer term</p>		Policies and procedures adhered to and training attended ensuring medical needs met are met	<p>All policies and procedures reviewed annually and posted as appropriate on the school website and hard copies made available from the office. Any addendums related to the Pandemic have been added to appropriate policies and will be implemented upon return to school in September 2020.</p> <p>The Induction Programme has gone ahead, although due to Lockdown has looked very different to previous years.</p> <p>All parent interviews and nursery conversations have taken place by telephone.</p>

	<p><b>Attend appropriate training-see timetable</b></p> <p><b>Liaise with and seek support and advice from multi-agencies</b></p>		<p><b>Ongoing</b></p> <p><b>Needs led</b></p>			<p><b>All TAs and 2 members of the teaching staff have undertaken the Administration of Medicine training and have also undertaken the refresher training in Summer 2019</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 needs led e.g. diabetes</b></p> <p><b>On-line training has been utilised during the Pandemic</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.

Development Target	Action/Strategies	Responsible Personnel	Time Scale	Cost	Success Criteria	Evaluation
To continue to update the school website	Review layout of website and information provided	Miss Parle All staff	Ongoing 16.10.19 16.12.19 8.2.20 26.2.20 8.6.20 13.7.20	pm pm am	Website supporting effective communication	Miss Parle provides any ongoing training and most specifically on induction and throughout the Pandemic to ensure ease of access for staff to update and edit content. The website has been a vital tool during the pandemic for communication with the parents and in sharing home learning and any changes to policies and procedures. It has enabled us to share return to school information and action plans easily and ensure they are accessible to parents. Twitter and class e-mails have been used very effectively and in communion with the website. Parents are consulted annually with regards to the website. This website is regularly reviewed to ensure compliance.

Availability of written material in alternative format	Familiarisation of services available for converting written information into alternative formats.	Miss Coughlan SENCO LSS SMTSS	Ongoing	Needs led	Written information can be provided when needed in alternative formats on request or as need arises. Delivery of information to disabled pupils improved.	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>
To enable improved access to written information in line with identified need	Consider font size and page layout Audit school library and reading books  Consider displays  Continue to audit signage	Mrs Towell  All staff  Mr Towell	Ongoing	Needs led	Access to written information supporting good progress and effective communication	Where appropriate printed materials have been adapted to support access to written information (Mrs Bird).
Maintain and publicise Disability and Equality Working Party and incorporate views of community	Working party to meet each term. Children's views invited through SEAL activities and school council and Steering Groups.	DEWP	6.12.19 20.3.20 6.7.20	am am am	School takes account of the views of the community and incorporate into action plan	The Disability and Equalities Working Party have not did not meet in the Spring and Summer terms due to COVID-19.