



St. Mary's Catholic Primary School
Access Policy

2018 - 2019

St Mary's Catholic Primary School
Access Policy Statement 2018-19

Rationale

The Birmingham Policy Statement says that:

"All children can learn and should have access to a broad, balanced and relevant curriculum, designed to meet their needs; which enables them to be included successfully in a life-long learning process leading to significant educational progress."

At St Mary's, we recognise that children of all abilities have individual learning needs and therefore we are committed to an individualised learning approach. Our teachers aim to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation.

However, some children fail to make adequate progress even when teaching approaches are targeted at their identified area(s) of weakness or can experience other barriers to their learning, such as sensory or physical impairment or social or emotional difficulties. Our aim is to remove such barriers as far as possible.

In order to help children who have Special Educational Needs & Disability, the school uses a graduated response that recognises there is a continuum of Special Educational Needs and Disabilities, and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The steps taken to meet the needs of individual children will be recorded.

Difficulties are categorised into four areas of need. These are:

1. Cognition and learning.
2. Emotional, Behavioural and Social Development.
3. Sensory and/or physical.
4. Communication and interaction.

For more details on how we meet the needs of our SEN pupils and achieve inclusive practice, please refer to the latest SEND policy (see school website)

Our school also offers the 'Zacchaeus' service to children (with the consent of their parent) who have emotional and/or behavioural difficulties. We have found this provision to be highly effective in most cases, enabling the child to continue in their learning and to make progress in their learning on a par with their peers.

Our vision

As a Catholic School we recognise and respect that each member of our school community – pupils, staff, parents and visitors – are unique individuals in the eyes of God with their own special talents and needs.

As an inclusive school we are committed to these aims:

- Reducing all barriers to learning (physical, social, organisational and emotional),
- Raising achievement through full participation in the curriculum, school life and the services available at our school.

To achieve these aims, our priorities are:

- 1) To further increase access to the curriculum for all pupils.
- 2) To further improve physical access to the school for pupils and visitors.

How do we achieve our aims?

Each year the school sets out an action plan to meet the above priorities (appended).

In order to set targets for the year, the school:

- a) Undertakes audits of the curriculum, buildings and communication tools to ensure best practice and identify areas for improvement.
- b) Consults with pupils, parents, staff and other key stakeholders to identify key priorities. We ensure parents play a fundamental and active role in school review through regular consultations, annual surveys and questionnaires.
- c) Seeks the advice and expertise of external agencies (e.g. Visual Impairment Team/ Victoria School for physical needs) to support the process of developing an accessible school and developing best practice.
- d) Ensures staff members receive regular training to ensure an ongoing awareness and understanding of the barriers faced by people with disabilities and other vulnerable groups and how to overcome these barriers in attitudes, organisation and teaching and learning.

Evaluation

The success of the action plan is monitored by the Headteacher, the SEN Coordinator and the Governor with responsibility for Special Educational Needs; Andrew Carroll.

Policy drafted September 2018

Policy ratified October 2018

Policy for review September 2019

ACCESS ACTION PLAN 2018-19

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of access issues</p>	a) To create access plans for individual disabled children as part of the additional SEN process.	As required	Class teacher / SENCO / Occupational Health advisor	Physical management plans are in place for disabled pupils and all staff are aware of pupils' needs.
	b) to ensure staff and governors can access areas of school used for meetings	ongoing	Headteacher/ SMT	Lifts available between Ground and First Floors. All staff & governors to be confident that their needs are met. Continuously monitored to ensure any new needs arising are met.
	c) Reminders to parents, carers to let us know if they have problems with access to areas of school.	Ongoing	Headteacher	Parents have full access to all areas of school as can be reasonably accommodated. Key staff and volunteers are aware of needs of SEN children.
<p>Ensure everyone has access to entrance of the school</p>	d) All staff working directly with children with disability to have appropriate training.	Ongoing	SENCO	
	a) Ramps for wheelchair access / automatic door opening, with doors suitably sized for adult wheelchair access.		Building Site Manager (BSM) / Premises Committee	Disabled parents / carers / visitors feel welcome and can access main entrance comfortably.
	b) Set bell at office window so that wheelchair users can get attention		BSM	Wheelchair users are not waiting because office staff cannot see them

Maintain safe access for visually impaired people	<p>Provide and maintain yellow paint on step edges</p> <p>Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child</p>	in place	<p>BSM/ Premises Committee</p> <p>BSM</p>	<p>Visually impaired people can access buildings and exterior areas in school grounds.</p> <p>Yellow edges to be applied throughout the school year.</p> <p>Child knows how to locate equipment.</p>
Ensure all disabled people can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation and the specific needs of the children in their classroom.</p>	<p>as required</p> <p>on going</p>	<p>Class teacher / SENCO</p> <p>Regular fire drills and lockdown procedures practised at least annually</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire.</p> <p>There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and safely.</p>
Support pupils with a hearing impairment	Take advice from Pupil & School Support on appropriate equipment if this becomes necessary	As required	SENCO	All children have access to the curriculum
Ensure that fire exits are suitable for people with a disability	Ensure staffs are aware of need to keep fire exits clear in all areas.	Daily	All staff	All disabled personnel and pupils have safe independent exits from school

Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Staff have training on disability issues	Identify training needs at regular meetings	ongoing	SENCO / Headteacher	Improved awareness and skills of staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Use additional SEN support plans for disabled children where appropriate. Share information with all agencies involved with the child	ongoing	SENCO / integration support assistants	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are assessed for suitability. Develop guidance on making trips accessible.	ongoing	SENCO / Educational Visits Co-ordinator/ trip leader	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to ensure children of disability can take part, with reasonable adjustments made as appropriate.	ongoing	SENCO & PE co-ordinator	All pupils have access to PE and are able to enjoy and achieve success. Child's support helper will be there all of the time.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in curriculum reviews	on going	SENCO & Headteacher	Disability issues included in curriculum areas where relevant.
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	as required	SENCO	Disabled children feel able to participate equally in out of school activities.

Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Parents, staff and stakeholders have access to policy and access statement	Policy and statement on website	ongoing	SENCO / SMT	Parents, staff and other stakeholders know where to access relevant information.
Written information to be accessible to parents and stakeholders with visual impairments	Make large print versions available on request.	ongoing	Office Staff	
School website is to be upgraded to be more accessible to children with SEND, their parents, staff and other stakeholders.	Make the front page and menus easier to read and navigate.	ongoing – website reviewed and improved to make it more accessible.	HT /SENCO/ IT coordinator/ website manager /	Upgraded website is more accessible to all children and all stakeholders.