



Inspired by Christ we grow and learn together reaching our fullest potential.

Accessibility Plan

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Review date.	Plan to run for three years September 2016 until September 2019 but reviewed annually. Next review September 2017.

Context

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our Ethos.

“Inspired by Christ we grow and learn together, reaching our fullest potential.”

St Wilfrid's is an inclusive school. We welcome learners with different needs. We have clear ways to identify, assess and make provision for SEN and disability and

these are set out in our SEND information report which is available from school and on our website.

We are always happy to listen to new requests for accessibility and add these to the plan as they arise. We respect the voice of the learner and the family and take into account their preferences for meeting the needs of the learner.

St Wilfrid's will make reasonable adjustments including provision of auxiliary aids and services to ensure that disabled children and young people are not at a substantial disadvantage compare with their peers. Through regular meeting with parents and carers and relevant professionals we plan ahead to anticipate the future needs of disabled children and young people and what adjustments may be needed to prevent that disadvantage.

Current provision.

We have 296 pupils in the main school and 24 in nursery. The proportion of pupils with special needs is slightly above national average and the proportion with an Education Health Care plan is below national average.

Currently we have a small number of children with a limited range of disabilities including Autistic Spectrum Disorder, hearing and sight loss, hypermobility and genetic conditions which can impact on mobility. We have a large number of children with asthma and several children with other medical conditions, allergies or food intolerances. All staff have been trained in the management of asthma and inhalers are kept in school with a record of use kept with the inhaler. All medical information is collated and kept in registers and short and long term use medicines are kept in a central secure location. Refrigeration is also available for specific medicines within that central location.

The school procedures for managing short and long term conditions are detailed in the Supporting Pupils with Medical Needs Policy.

All aspects of the school environment are fully accessible to current disabled learners. Off site visits are planned to include all children and additional provision is put in place if necessary. Assistive technologies and additional adult led support are in use for current disabled learners.

This is detailed in our SEND information report on our website.

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Curriculum.

Priority	Action(s) to be taken	Time scale(s)	Resources.	Responsibility	Monitoring and evaluation	Annual Review
Improve communication and language outcomes for current cohort of SEND pupils so that they achieve in line with ARE's.	Train learning assistants in the use of Early Talk Boost and Talk Boost. Identify those who would benefit from this input and implement the timetable with TA's. Whole staff training in basic Makaton to communicate with current pupils.	By Dec 2016 Sept 2016 and on-going.	Funding for release time for training and implementation. Cost of training programme.	Head SENDco EYFS lead English subject lead.	Class teachers. Phase leaders. SEND Governor	Sept 2017.
Ensure that the St. Wilfrid's implementation of the national curriculum is enabling SEND pupils to make good or better progress in all classes.	Monitoring and feedback to include; Data analysis of pupil performance.	Sept 2016 and on-going		Head SENDco EYFS lead All subject leads.	HT SLT/SENDco SEND Governor	
Continue to refine the school's assessment and tracking system to obtain a more accurate picture of the attainment and progress of SEND pupils who are working below ARE's	Weekly pupil tracking and data recording. Half termly data drops analysed by key stage leader. Half Termly pupil progress meetings with class teachers, phase leader, SENDco and core subject leaders.	Sept 16 on-going.		Class teachers. Phase leaders, SLT and all subject leads.	School Improvement Group. SEND Governor	
Adapt the curriculum to meet specific SEND needs of individual pupils.	Introduce an annual curriculum review to identify and address the needs of the current SEND pupil cohort and inform the curriculum section of the accessibility plan. Review needs and prior provision of new SEND pupils joining the school.	Sept 16 and thereafter.		SENDco Class teachers.	School Improvement Group. SEND Governor	

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Physical Environment.

Priority	Action(s) to be taken	Time scale(s)	Resources.	Responsibility	Monitoring and evaluation.	Annual Review
Provide a suitable car parking bay for disabled visitors. (Marked out)	Markings in Car park.	Autumn 2016	Paint and signage.	HT/ Site Manager/Buil dings committee.	Governing Board.	
.Develop on going termly checklist to address maintenance issues relating to accessibility (e.g. corridor checks for impeded access).	Checklist to be developed and shared with governors and staff. Termly check to be reported to HT and Governors.	From Sept 2016		HT / Site Manager.	H&S Governor SEND Governor.	
Improved staff awareness of requirements re accessibility.	Annual staff refresher re expectations for accessibility.	Autumn 2016	Staff meeting PTSA meeting.	HT DHT		
Evaluate user experience	Invite wheelchair user to work with school council to navigate around school and provide feedback to inform accessibility arrangements and review of the plan. Identify other users with other physical needs and repeat the exercise annually (from summer 2017) with the school council to raise awareness of SEND and support pupils to take responsibility for improving the environment.	Summer 2016 Summer 2017		Assistant HT SENDCO SEND Governor	Governing Board.	

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Accessibility of Information.

Priority	Action(s) to be taken	Time scale(s)	Resources.	Responsibility	Monitoring and evaluation.	Annual Review
Ensure that all stakeholders can access written information provided by school.	Emphasise availability of large type formats of any school produced documents. Specify on the school website and provide regular reminders on the school app. Emphasise that school can provide help with reading any documentation.	Sept 16 and on-going.	.	HT Office staff All middle and senior leaders.	SEND governor	
	Policies to include footnote about availability of large type print version.	All new or revised policies from Sept 2016.		. HT Office staff All middle and senior leaders.	SEND governor	