

St. Vincent's RC Primary School
ACCESSIBILITY PLAN 2017 - 2020

PURPOSE OF PLAN

The purpose of this plan is to show how St. Vincent's RC Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

DEFINITION OF DISABILITY

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to day activities.

LEGAL BACKGROUND

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LAs against either current or prospective disabled pupils in their access to education.

AREAS OF PLANNING RESPONSIBILITIES

- Increasing access for disabled pupils to the school curriculum (*this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits*);
- Improving access to the physical environment of schools (*this includes improvements to the physical environment of the school and physical aids to access education*);
- Improving the delivery of written information to disabled pupils (*this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame*).

CONTEXTUAL INFORMATION

St. Vincent's RC Primary School was built in 1932. Since 2014 the premises has undergone a range of structural changes that has made the school fully accessible, e.g. levelled floors and ramps.

A Disabled Toiled is installed.

THE CURRENT RANGE OF DISABILITIES WITHIN ST VINCENT'S

The school has children with a range of disabilities that include moderate and specific learning difficulties.

We have a small number of children and staff who have allergies: 1 pupil and 1 teacher have Epipens. Some pupils possess inhalers. We also have pupils with a range of mild learning difficulties, communication difficulties and psychological disorders. 2 pupils have EHCP. The school liaises with a variety of professionals to ensure the best possible education, within our power, for all disabled pupils. When children enter school with specific disabilities the school immediately contacts the L.A. professionals for assessment, support and guidance for the school and parents.

We have six competent First Aiders who hold current First Aid certificates. All medication is kept in a safe and secure place which has easy access for First Aiders and staff members. Associated policies are in place.

INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Improving teaching and learning lies at the heart of any school's work. Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.

The school's staffing structure includes an Intervention team of 6 staff members: led by the SENDco plus 1 teacher, 2 HLTAs and 2 TAs.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

This includes improvements to the physical environment of the school and physical aids to access education.

A grant application was submitted in June 2014 for funds to level the school floors – notably to provide levelled or ramped access into each classroom. Thus work has now been completed.

IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

In planning to make written information available to disabled pupils, we again need to establish the level of current need and be able to respond swiftly to changes in the range of need. For example, it would be a misuse of finite school resources to commit funding to providing Braille or large print versions of all school materials (identified in italics above) if there are no children on roll who need such access. Such expensive resources might sit unused, eventually becoming out of date. However, the school will need to identify agencies and sources of such materials to be able to make provision whenever it is required. Clearly, the school's sophisticated ICT infrastructure will enable us to access a range of materials supportive to needs.

Teachers will always need to be sensitive to presenting materials to children in appropriate formats e.g. reading aloud, overhead projections, should that be necessary. This is a core part of a teacher's work.

CONCLUSION

St. Vincent's is a fully inclusive school which provides for all its pupils: it has been awarded with the LA's Advanced level Inclusion Certificate. However, the school might struggle to meet the Disability Discrimination Act with its current physical environment i.e. the floor). This school works successfully with multi disciplinary professional teams to deliver the right education for all pupils. Staff training will be a priority in our responsiveness for the future.

To be reviewed in 2020