

St. Thomas' C.E. Primary School

Accessibility Plan

Our Accessibility Plan was created in October 2017
Review date: October 2018

Definition of Special Educational Needs and Disability

In this plan, 'Special Educational Needs and disability' refers to a learning difficulty or disability that requires special educational provision.

- A pupil is considered to have a Special Educational Need or Disability (SEND) if a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders them from making use of the facilities in the setting and requires special educational provision. These difficulties might be Sensory, Cognitive, Physical, Social and/or Emotional, and some students may have complex needs, which cover a range of difficulties.
- This accessibility plan aims to address the needs of these pupils. Although there are, in some instances, acknowledged links with pupils who have English as an Additional Language (EAL), this is a separate area of provision. Children with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND. (pg 84, SEND Code of Practice, 2015).

St. Thomas' CE Primary School has adopted this accessibility plan in line with the school's **Special Educational Needs and Disability policy and our School Offer**. It is our principle aim to ensure that our school is socially and academically inclusive, that all our pupils have access to a full curriculum, and that all our pupils are appropriately challenged.

Our **Special Educational Needs and Disability policy** outlines the school's provision for supporting pupils with Special Educational Needs and Disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our pupils, increase their access to the curriculum, their physical access to the school and access to information. This accessibility plan provides an outline of how our school will manage this part of the SEND provision.

Please refer to our **SEND policy** for an outline of our full provision to support pupils with SEND. You can find this on our school website: <http://www.st-thomas.co.uk/website/special-educational-needs/26046>

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

To increase the extent to which SEND pupils can participate in the school curriculum					
Short Term	<u>Intended outcomes</u>	<u>Actions</u>	<u>Success Criteria</u>	<u>Timescale</u>	<u>Monitoring</u>
	To establish close liaison with parents.	To ensure collaboration and sharing between school and families.	Parents will feel confident to speak to all members of staff regarding their child's needs. Regular meetings will be provided to ensure parents and staff are aware of progress and areas for development.	Ongoing	SENCo All teaching staff
	To ensure equal access to Educational visits, after school clubs and other out of school activities.	Review Educational Visits policy. Support all staff in making every trip accessible for all children.	Educational visits are inclusive in both policy and practice. All planning includes opportunities for all pupils to take part and achieve.	Ongoing	SENCo Head teacher SEND Governor
	To create quiet areas within the KS1 and library areas.	Locate potential spaces to be changed into quiet reflection areas promoting calm and emotional wellbeing. Add lighting, calming smells, music, cushions etc. to create an inviting space for all pupils.	Quiet areas will be created throughout KS1 and the library to be accessed by all pupils at an appropriate time.	October 2017	KS1 leader KS1 staff

	To audit staff training needs across the school.	Provide a simple survey for all members of staff related to SEND training needs. Evaluate the responses from the survey and provide a training action plan to address highlighted needs.	Survey written and sent to parents. Training needs analysis created and planned for within INSET and staff meetings.	November 2017	SLT
	To quality assure all Individual Learning Plans are SMART and benefit the individual child and their needs.	Provide staff with information regarding SMART targets. Check parents have signed all ILP's and understand the support they can offer their child both at home and in school.	All ILP's will have SMART targets that can be reviewed and measured accurately.	November 2017	SENCo
	To ensure full participation of all pupils within PE sessions, including those with a visual impairment.	Monitor PE lessons to ensure they are fully inclusive for all children. Ensure that we have a range of balls that contain sounds.	That all PE lessons are fully inclusive of all pupils. That visually impaired pupils can access equipment to develop ball handling skills.	January 2018	SENCo PE Co-ordinators
<u>Medium</u> <u>Term</u>	To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, allergies, epilepsy or mobility issues.	To ensure collaboration between all key personnel.	Clear, collaborative working approach	Ongoing	SENCo Head teacher
	To improve staff knowledge of the following conditions: Down Syndrome, Foetal Alcohol	Arrange staff meetings focused upon the specific conditions.	All staff provided with knowledge to identify triggers for specific	Ongoing	SENCo SLT Head teacher

	Syndrome, Attachment disorder, ADD & ADHD.	Identify courses to attend and disseminate information to all the staff – Foetal Alcohol Syndrome. Contact CAMS to provide training around Attachment Disorder.	pupils within their class or spot symptoms for early identification. Children will be better understood and supported within class, thus allowing them to access the curriculum more effectively. A log will be kept of all training opportunities.		
	To provide Braille and Makaton training for all members of staff.	Provide regular Braille and Makaton training, via the Visual Impairment Team and SALT respectively, that effectively builds upon skills learnt session by session.	That all staff will have increased knowledge and use of Braille and Makaton in order to more effectively support identified pupils within school. A log will be kept of all training opportunities.	Ongoing	SENCo SLT Head teacher VI Team SALT
	To purchase a table that can easily have its height adjusted.	Cost & purchase height adjusting table.	That a height adjustable table is available to anyone who might require it.	November 2017	SENCo Head teacher
	To finely review attainment of all SEND pupils.	SENCO/Class teacher meetings Pupil progress meetings Scrutiny of assessment system Regular liaison with parents	Progress made towards ILP targets Provision mapping overview Intervention groups	Ongoing	SENCo Head teacher All teaching staff
<u>Long</u> <u>Term</u>	To create a quiet space within KS2 for pupils to work in small groups or with outside agencies	Locate a potential space for pupils to work individually or within a small group. Cost the changes and build this into future building projects.	That a quiet space will be created for pupils to work individually or within a small group to support them in accessing the curriculum.		SENCo SLT Head teacher

	To establish resources, expertise and a range of support networks for staff.	Audit SEND information and resources within school. Make all staff aware of all resources.	Staff informed of available support. Highlight training courses linked to specific staff members.	Ongoing	SENCo Head teacher SEND Governor
	To deliver findings to the Governing Body.	Finance and Premises and Curriculum Governors meetings	Governors fully informed about SEND provision and progress	Annually Termly governor meetings SENCo governor meetings	Governors Head teacher SENCo

To improve the physical environment of the school to increase the extent to which SEND pupils can take advantage of education.

<u>Short Term</u>	<u>Intended outcomes</u>	<u>Actions</u>	<u>Success Criteria</u>	<u>Timescale</u>	<u>Monitoring</u>
	To ensure disabled parents have every opportunity to be involved.	Utilise disabled parking spaces for disabled to drop off & collect children. Ensure these are clearly sign posted and access is always available. Adopt a proactive approach to identifying the access requirements of disabled parents and carers	To ensure that disabled parents are not discriminated against and are encouraged to take an interest and be involved in their child's education	Ongoing	Head teacher
	To ensure all corridors are easily accessible, particularly around the disabled toilet.	Clear corridors to allow wheelchair access to the disabled toilet. Cost improvements to the flooring leading to the community room to ensure the floor is completely level.	That enough space is left to ensure a wheel chair can have easy access to the disabled toilets at all times.	October 2017	Head teacher
	To clearly label KS1 and KS2	Create large signs	That clear labelling of	November 2017	SENCO & head

	areas from the main entrance.	directing people to KS1 and KS2.	the main areas are clearly available from the main entrance hall.		teacher
	To include braille signs within the labels used to identify all areas within school.	Create braille plan of the school. Create braille labels for all signs around school.	That braille signs will identify each area within school.	November 2017	SENCo Head teacher
	To add safety padding to the pillar frames within the EYFS shutters and within the playground.	Cost removable foam safety pillars that will provide added protection for all pupils when the EYFS shutters are open.	That safety padding is always placed around the metal pillars when the shutters are open.	May 2018	EYFS leader Head teacher
<u>Medium Term</u>	To allow easy access into the school building via the front door.	Create a push button entry door at the main entrance.	That all parents can easily access the school building via the main entrance.		Head teacher
	To provide a ramped entrance/exit for the community room entrance door.	Cost a ramp or slightly incline the tarmac flooring at the entrance to the community room.	That the entrance to the community room will be easily accessible for all		Head teacher
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages and letters.	Parents park in the correct places to drop off and collect their children.	Ongoing	Head teacher
<u>Long Term</u>	To create a disabled toilet facility within KS1, to also include baby changing facilities.	Cost the creation of a disabled toilet within KS1. Include this within future building plans.	To ensure that all adults and children have access to toilet facilities suitable to their needs.		Head teacher
	To create a shower facility within school linked to one of the disabled toilets.	Cost the creation of a disabled toilet within KS1. Include this within future building plans.	To ensure that all adults and children have access to suitable shower facilities suitable to their needs.		Head teacher
	To create a ramp, in addition to the stairs when accessing the school from the Alexandra Park	Cost the building of a ramp to run alongside the stair access	That disabled pupils will have complete access to all entrance		Head teacher

	entrance.	currently available.	options as they enter and leave school.		
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To improve the delivery of information to SEND children and parents					
	<u>Intended outcomes</u>	<u>Actions</u>	<u>Success Criteria</u>	<u>Timescale</u>	<u>Monitoring</u>
<u>Short Term</u>	To survey our families to identify individualised disability needs.	Create a survey & send to all parents and carers to identify the needs of their immediate and extended family. Evaluate the results and incorporate this into an updated accessibility plan.	That all parents needs and views have been sort around accessibility for themselves, their immediate and extended families.	December 2017	SENCo SLT
	To ensure the school website and letters are accessible to all parents including those with English as a second language	Highlight the different languages spoken within school. Identify ways to convert the website and letters into different languages.	That parents are made aware of systems to change the language within letters and on the website, if required.	December 2017	SENCo Head teacher
	To provide the visually impaired access to information in different ways and support pupils to learn braille according to their age and development.	Purchase any additional resources. Provide opportunities for the TA to braille text required within class. Visual impairment team to support school when purchasing resources.	Child's needs will be met so they can learn and develop in the most appropriate way.	Ongoing	Class Teacher VI Team SENCo

	To ensure all pupils with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Needs will be met for all ASD children and the correct resources will be in place to support learning and development.	Ongoing	SENCo Class Teachers
<u>Medium Term</u>	To review children's records ensuring school's awareness of any individual needs and disabilities.	Information collected about new children entering school. Planning meeting between current and new teachers to ensure key information and records are passed onto the new class teacher.	Each staff member is aware of the individual needs and disabilities of every child in their new classes.	Annually	Class teachers Outside agencies
		New PEEPs plans for evacuation to be completed during transition meetings.		July 2018	SENCo Class teacher Teaching assistant Parents
	To liaise with Nursery providers and parents to analyse the needs of children starting in Nursery from September 2017 & within Reception during July 2018.	Identify pupils who may need additional to or different from provision within the Nursery 2017/2018 intakes.	Provide support for transition for children who have additional needs. Work closely with families and nurseries	Ongoing	EYFS team SENCo
	To liaise with Nursery providers and parents to analyse the needs of children starting within Reception in September 2018.	Identify pupils who may need additional to or different from provision within the Reception 2018 intake.	to ensure we are meeting their needs ahead of them starting school.	July 2018	EYFS team SENCo
<u>Long Term</u>					

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

_____ **SEND Governor** **Date:**

_____ **Head teacher** **Date:**

_____ **SENCO** **Date:**