



DIOCESE OF NORTHAMPTON

*Sacred Heart Primary School
Langford Drive
Luton*

Accessibility Policy and Plan

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Accessibility Policy and Plan



This Policy and Plan is written in the light of our school mission statement and aims:

“Jesus at the Heart of all that we do”

At Sacred Heart, we have due regard for our duties under the Equality Act 2010. The Accessibility Policy reflects our duties to: eliminate discrimination, advance equality of opportunity and foster good relations”

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Vision and Values

Sacred Heart Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The school's commitment to equal opportunities is driven by our Mission Statement and the National Curriculum Inclusion statement.

The school:

- Sets suitable learning challenges;
- Responds to pupils' diverse needs;
- Takes all reasonable measures to overcome potential barriers to learning and assessment for individuals and groups of pupils.

Sacred Heart Primary School aims to identify and remove barriers to disabled pupils in every area of school life and makes all children feel welcome irrespective of race, colour, creed or impairment.

Mission Statement

'Jesus at the Heart of all that we do'

In the light of our school mission statement we believe that Religious Education is the centre around which the planning and teaching and learning in our school is focussed. The Gospel values form the core of our aims and objectives and provide the sure foundation on which the seeds of faith can be nourished and can flourish in the hearts and minds of everyone in our school.

Aims

To work together to create a community in which the Catholic ethos of the school is fostered at all times.

To introduce the children to the teachings of Jesus.

To encourage them to seek knowledge and to love it. A knowledge that embraces both religious and human growth, for the world and all that is in it, is made by God.

To nurture and nourish the seed of our faith planted in each child, as he or she progresses along their journey of life.

To encourage each child to grow in self esteem, stay healthy and to foster a positive attitude to life.

To foster and develop in all pupils a mutual regard, understanding and respect for others.

To establish high expectations in all curriculum areas and a commitment to setting and meeting challenging and realistic targets in which all pupils in our school reach their full academic potential.

To provide a caring, secure and stimulating environment in which each child can grow in a community which daily celebrates the gospel values in practice.

To encourage children to respect the cultures and religious beliefs of others.

Definition of disability

The Disability Discrimination Act defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal-day-to-day activities'. Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'Substantial' means 'more than minor or trivial'. 'Long term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the person's ability to carry out normal day-to-day activities is adverse, substantial and long term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day to day activities that has to be considered.

Pupil Data

Sacred Heart Primary School is a two form entry school with approx. 410 on roll. The percentage of school's population with disabilities and SEN when compared with other schools nationally has been low. However the school now finds itself welcoming a growing number of children with SEN and disabilities. At the present time (Summer 2015) 54 children on the SEN register and in addition 14 pupils with care plans.

The children have a wide range of disabilities and needs and include:

Nature of Disability/Need	Numbers of Pupils	SEN
Autistic Spectrum Disorder	2	1 EHC
Severe Learning Difficulties	2	1 EHC
Behaviour, Emotional and Social Difficulties	5	School Support 2
Profound and Multiple Learning Difficulty	2	2 EHC
Visual Impairment	1	School Support 1
Hearing Impairment	1	School Support 1

Attendance levels for children with disabilities is in line with whole school data.

Whole School Attendance 2014/15 - 97%

Attendance for disabled/SEN pupils 2014/15 - 95%

There have been no permanent exclusions in the last three years although there have been four one day exclusions, all related to one child. Exclusions are rare due to efforts made to support children with behavioural issues through 'Behavioural Support Plans'.

The school works closely with SEN Support Team and the preschool settings who have children transferring into the Foundation Stage in order to provide the necessary support and resources for children with special needs.

On occasions when children are admitted into the school with little or no indication that additional resources are required, advice is sought from the LA Educational Support service.

School Information

All pupils have equal access to all areas of the curriculum, after school clubs and school trips. Where a pupil has a specific barrier to accessing certain areas of the curriculum, advice and support is always sought from the appropriate outside agencies or special schools e.g. children with physical impairment may find accessing PE challenging. The school takes advice from local special schools.

School trips, after school clubs, extracurricular activities and events arranged by the 'Friends' association are open to all children.

In FS and KS1 the school is a ground floor building with few steps. There is good access to all areas of the school. The main entrances are all accessed via ramps. In KS2 the building has a second floor accessed by stairs; these areas are presently used by Years 4 and 5. There is good access to all areas on the ground floor. The school has recently refurbished its disabled toilet provision there are disabled toilet facilities in the KS1 and KS2 buildings. There is a clean medical room in the KS1 building.

The Learning Lodge, which is used by the Breakfast and After School Club, has an access ramp; a disabled toilet is available in the nearby KS1 building.

All pupils achieve well and make good progress including those disabled children and children with SEN.

Level 2b+ 2015		School Results (%)	LA Results (%)	Difference	National Results (%)	Difference
Reading	All	88	78		81	
	Boys	93			77	
	Girls	80			85	
	SEN Support	75				
	Statement/EHC	-				
Writing	All	68	68		70	
	Boys	67			62	
	Girls	70			77	
	SEN Support	25				
	Statement/EHC	-				
Mathematics	All	82	77		80	
	Boys	93			78	
	Girls	70			82	
	SEN Support	63				
	Statement/EHC	-				
					Red National Comparison Data from Target Tracker	
Level 4+ 2015		School Results (%)	LA Results (%)	Difference	National Results (%)	Difference
Reading	All	90	85		89	
	Boys	84			87	
	Girls	96			90	
	SEN Support	73				
	Statement/EHC	50				
Writing	All	80	81		85	
	Boys	71			81	
	Girls	90			90	
	SEN Support	53				
	Statement	0				
GPS	All	75	75			
	Boys	71				
	Girls	79				
	SEN Support	40				
	Statement/EHC	50				
Mathematics	All	81	82		86	
	Boys	87			86	
	Girls	75			86	
	SEN Support	53				
	Statement/EHC	50				

CONSULTATION PROCESS

WHO	WHEN	HOW
Staff	Sept 2015	SLT meetings with SENCO, staff meetings.

Governors	Dec 2015	Governing Body committee meetings – finance and premises, curriculum and representatives of those committees to look at plan in detail.
Parents	November 2015	Discussions with parents of disabled children. Parentmail to parents
Pupils	Annual Reviews	Discussions with children and their support workers.
LA	November 2015 and throughout the year	Consultation with school improvement advisor, learning support advisor and members of the Access Team.
Wider Community	Nov 2015	Consultation with diocesan advisors.

Priorities

The school has identified the following priorities for its Accessibility Plan.

To ensure new members of staff are aware of what the DDA requires of them.

To ensure that staff training is provided to ensure staff can support the needs of disabled pupils.

To continue to adapt to the needs of disabled pupils to ensure they can participate in all areas of the school curriculum.

To continue to improve the physical environment of the school to ensure disabled pupils can take advantage of education and associated services.

To support parents with disabilities to fully access school and services provided

To support children of parents with disabilities to fully access school and services provided.

To seek the views and aspirations of disabled pupils and their parents.

Management, Co-ordination and Implementation

This Disability Equality Scheme represents the school's vision backed up by key actions which will be carried out within the next three years. There will be:

- Clear allocation of lead responsibility
- Clear allocation of resources
- Indication of expected outcomes
- Clear timescales
- Specified time-scale for process and review:

The governing body will monitor and review this scheme. Findings will be reported annually to all members of the school community.

Evaluation

There will be internal evaluation of this scheme as above, and also with the school improvement partner and OFSTED. Evaluation of this scheme will therefore be incorporated into the OFSTED SEF, as will the data giving information on the number of disabled pupils in the school, and their achievements.

Reporting

There will be an annual report on this scheme demonstrating:

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to the scheme.

This report will be published as follows:

- On the school's website
- Hard copy will also be available to all school members, in the form of alternative communication where necessary.

Links with other school plans and policies:

This Scheme is to be read in conjunction with the School Accessibility Plan. Together, they are intrinsic to:

- The School Improvement Plan

- The Equal Opportunities Policy
- Anti-Bullying Policy
- SEND Policy
- Administration of Medicine
- Toileting and Intimate Care Policy
- Attendance Policy

Views of those consulted during the development of the plan

Parents , pupils school staff and governors have been consulted in order to write the plan. Comments and recommendations have been taken account wherever possible and included in the plan. Through feedback received through parent consultations and pupil progress meetings we are confident that the school adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the child when planning for support.

Review date: September 2016

Priority 1: To increase the use of pupil data to inform provision for curriculum planning and identified resource needs.

Success Criteria: Highly level of participation in whole school life.

Objective To use pupil data to improve provision and outcomes for disabled pupils.				What success will look like Pupils admitted to the school will have appropriate provision in place. Disabled pupils will have a smooth transition into school and be more involved in whole life of the school.		
Actions required (steps to be taken)	Action by whom	Action by when	Resources & staff development needs	Funding Source	Monitoring – how and who	Notes on progress
To obtain advance information on future pupil intakes and individual pupils who are not part of planned admissions.	Headteacher SENCO SENST Team	On going. Spring Term preceding admission to school.	SENCO Time	SB	GB – Curriculum, premises committees	
To ensure smooth transition as children change teachers. Transition Meetings between staff timetabled- staff guidelines on transfer of information distributed and discussed at staff meeting. Transition Plans for identified pupils. Summer term structured conversations with Parents .	Headteacher SENCO Assistant Head – KS2 Deputy Head KS1	Autumn term 2015 July 2016				
To use data analysis to monitor progress and achievement of identified pupils. Ensure that pupil information is entered on SIMs/LATs	Headteacher SENCO/DH TK	On going.	Management Time	SB	HT, SIA and GB	
To raise staff awareness of DDA and its requirements. Termly staff meetings on SEN issues	HT, SENCO	September 2015 On going.	3 Staff meetings a year minimum		HT, Learning Support Team	

Priority 2: To increase the extent to which disabled pupils can participate in the school curriculum.

Success Criteria: Improved outcomes for disabled pupils and greater pupil and parental satisfaction with the arrangements made.

Objective To ensure high quality learning and teaching for all.				What success will look like Increased confidence of staff teaching disabled pupils. Improved outcomes for disabled pupils. Teachers sharing good practice within the school and with other schools.		
Actions required (steps to be taken)	Action by whom	Action by when	Resources & staff development needs	Funding Source	Monitoring – how and who	Notes on progress
To raise awareness of the need to provide an alternative curriculum for disabled pupils if appropriate.	HT,SENCO and LSS	Ongoing support throughout year to teachers. Transition meetings and programme	CPD for all teaching staff, Staff meeting time.	SB	HT, SENCO, LSS, GB	
To ensure Personalised Learning Support Plans (PLSP) are appropriate to the needs of the individual pupil and relevant to curriculum of year group. SENCO to support class teachers in writing PLSP's during timetabled staff meetings.	SENCO Class teachers	September 2015 Termly staff meetings.				
PLSP's/Care plans to be shared with all staff working with identified pupil including PE coaches and MFL/ Music/ PPA cover. Class grid for each class identifying individual needs to be kept in planning file for supply teachers(SEN, Disabilities and Medical)	SENCO Class teachers	September 2015 ongoing				

To ensure appropriate professional development for staff on inclusion classroom practice and on specific disability issues.	SENCO	On going	SEN budget (training needs)	SB Access Funding LA	HT, Assist Head, GB	
To focus on teaching of basic skills in English and Maths. Continue Assertive Mentoring System and termly pupil progress meetings.	English/maths/Teaching and Learning Co-ordinator	Sept '15 On going	Curriculum coordinator/SENCO meetings, management time Staff Meetings	SB	HT, SENCO	
To have clear assessment of step attainment levels of the full range of pupils. Including the use of P Scales	All Staff	Autumn Term 2015	Staff Meeting			
To identify and plan specific training in SEN strategies for relevant staff.	SENCO	On going	SEN budget (training needs)	SB Access Funding LA	HT, Assist Head, GB	To identify and plan specific training in SEN strategies for relevant staff.
To review the deployment of teaching assistants. (Provision Management)	HT, SLT, SENCO	July 2015 and ongoing throughout the year	SENCO Time, Year Meetings	SB	HT, Curriculum Committee, GB	
Teacher Assistant Training.	DEPUTY HEAD SENCO	September 2015	Supply cover Course costs	SB	HT/ SEN link governor	
To evaluate pupil participation in all aspects of school life and outside in the wider community Provide support for pupils to ensure they can access out of hours activities	HT/ SLT/SENCO/family workers	School Council Meetings/ Pupil Voice Meetings	Non contact time	SB	AHT/ DH/	

Priority 3: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Success Criteria: Physical accessibility increased throughout the school.

Objective To create an environment that welcomes diversity and difference and improved access that will be good for everyone.				What success will look like The school will have improved physical access; the curriculum will be supported by a diversity of equipment. The internal decoration and provision will enhance accessibility for all.		
Actions required (steps to be taken)	Action by whom	Action by when	Resources & staff development needs	Funding Source	Monitoring – how and who	Notes on progress
Ensure that classrooms are optimally organised for disabled pupils within current restraints. Organise resources within classrooms to reflect student need.	HT	Sept 2015. Ongoing adapt when necessary	SENCO Budget		HT, SLT, SENCO, GB	
Improved working areas for individual pupil support and small group work. Year Group areas to be free of clutter and organised as effective learning spaces. Ongoing school decoration.	Class teachers HT				Termly Learning environment audit - Deputy Head and Assistant Head	
Maintain and Repaint area outside KS1 entrance to identify disabled parking space and to ensure wheel chair access to path.	HT	Jan 2016	School Budget	Improved access	FW/ Governors	
Identified disabled parking space by KS2 building – part of planned car park improvements	GB	Jan 2016	DFC	Improved access	Governors	
Continue to monitor provision of ramps and improvements to doorways	GB	Jan 2016		Improved access	Governors Seek advice from LA department to ensure reasonable adjustments are made.	

To ensure that particular furniture and equipment is provided for staff to improve access for staff, parents and children	GB	Jan 2016		Improved access		
Change layout of the playground and common areas to create better access for children staff and parents	GB	Jun2015		Improved access		
Continue to purchase of additional resources and equipment to enhance resources available in school.	SENCO	On going		SB	HT, GB, LSS	
Family Worker to meet with new parents to identify parental needs re accessibility. Family Worker to signpost parents to available support as needs are identified	FW	Spring/Summer Term for new intake. Ongoing	Transition Meetings	SB	HT/ FS team	

Priority 4: To improve the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Success Criteria:

Objective				What success will look like		
Actions required (steps to be taken)	Action by whom	Action by when	Resources & staff development needs	Funding Source	Monitoring – how and who	Notes on progress
To regularly review marking and assessment policies to be accessible to all.	Teaching and learning co-ordinator	Autumn term	Staff meeting, management time	SB	HT, GB	
To regularly review how standard information is provided to pupils. Focus on differentiation and narrowing the gap. Homework, timetables, worksheets and notices e.g. picture symbols, simple language, enlarged print and coloured sheets and adapt in light of pupil needs.	All staff.	Sept 2015	Staff meeting	SB	SENCO, HT, GB	

