

'Growth through Jesus' love so that we learn, persevere, achieve and bear fruit together'



St Chad's CE Primary

ST. CHAD'S C.E PRIMARY SCHOOL

Accessibility Plan

2021-2024

Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness & Self-Control

Accessibility Policy and Plan

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. St Chad's Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the School and Nursery, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.
8. The School's complaints procedure covers the Accessibility Plan

The Plan will be monitored through the Governors.

Contextual Information

The school is a one storey building which has disabled facilities and toilets. The school also offers Nursery provision and our own wraparound care. The Nursery building is a modular building that is fully accessible for a wheelchair.

All areas of the school grounds are accessible.

At present we have no wheelchair dependent pupils but we have some parents with mobility impairments.

On site car parking for staff and visitors includes a dedicated disabled parking bay.

The current range of Disabilities within St Chad's Primary School

The school has children with a range of disabilities which include moderate, physical and specific learning difficulties. When children enter school with specific disabilities, the school seeks guidance when necessary from the outside agencies for further assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms in green first aid bags and a record of use is noted. In addition to this, we also have a number of children with severe allergies, which we care and plan for by writing health care plans for them.

We have competent First Aiders and Paediatric First Aiders who hold current First Aid certificates. All EYFS staff in Nursery and Reception are Paediatric First Aid trained. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded and signed for by 2 adults.

Action Plan 2021-2024

Aim 1 – To increase the extent to which disabled pupils and those with medical needs can participate in the school curriculum

Targets	Strategies	Time Scale	Responsibility	Success Criteria
To review all statutory policies to ensure that they reflect inclusive practice and procedure	<ul style="list-style-type: none"> To comply with the Equality Act 2010 	Ongoing 2021/22	HT/DHT All subject leaders	All policies clearly reflect inclusive practice and procedure
To continue to encourage close liaison with parents and carers to ensure pupils needs are met fully	<ul style="list-style-type: none"> To ensure collaboration and sharing with families 	Ongoing throughout 2021/22	HT DHT Office Manager All Teachers Nursery Staff	Clear collaborative working approach between school and the community
To ensure early intervention is put in place in Nursery for any children with additional needs to ensure a smooth transition to school	<ul style="list-style-type: none"> To identify pupils who may need additional provision or outside agency support To apply for additional funding for pupils through EY Forum if needed 	Ongoing throughout 2021/22	HT/DHT Nursery Manager	Funding, procedures/equipment/ideas set in place

To continue to establish close liaison with outside agencies for pupils with additional needs	<ul style="list-style-type: none"> To ensure collaboration between all key people 	Ongoing throughout 2021-22	HT DHT LSA's Outside agencies	Clear collaborative working approach between school and outside agencies
To ensure full access to the curriculum for all children	<ul style="list-style-type: none"> Extra-curricular activities, residential, school visits for all children Risk assessments in place for school visits if required for SEN pupils 	Ongoing	HT DHT All staff	Evidenced in classroom practice Risk assessments in the SEN file
To review attainment of all SEN, LAC and PP children	<ul style="list-style-type: none"> HT (SENDCo on maternity 21/22) to review at PPM Book trawls Lesson observations Assessment Use of PIPS by Phase Leaders 	Termly	HT DHT	Progress made towards learning plan targets and EHC plans Provision mapping clear
To review children's records ensuring school's awareness of any disabilities	<ul style="list-style-type: none"> Information about new children passed up to new staff during SEN transition meetings Care plans reviewed and updated annually SEN learning plan review meetings termly for parents/carers Pupil profiles displayed in the staff room, office and classrooms 	Termly and Annually	HT DHT All staff	Each class teacher aware of children's needs in their classes

<p>To have access to a DE FIB machine in school, so that it can be used to administer lifesaving treatment to all children and staff in school</p>	<ul style="list-style-type: none"> • DE FIB machine to be purchased • DE FIB training for staff • DE FIB policy to be written and shared with parents/carers • DE FIB to be regularly checked and monitored in line with legislation 	<p>In the next academic year</p>	<p>HT DHT All Staff Office Support Manager</p>	<p>School to offer lifesaving treatment to children and staff if it is ever required</p>
<p>To deliver findings to the Governing Body</p>	<ul style="list-style-type: none"> • Governors meetings 	<p>Annually to whole Governors Termly to Inclusion Governor- Post to be filled</p>	<p>HT</p>	<p>Governors fully informed about SEN provision and progress</p>
<p>To ensure Hearing Impaired pupils in Nursery and School are fully supported and the environment is sound proofed as much as possible</p>	<ul style="list-style-type: none"> • Regular liaison with the HI team and school • CSWs- Communication Support Workers to be supported by class teachers and nursery staff • Deaf Awareness training to be given to all staff who teach a HI child • Look at the flooring in Nursery- long term to ensure, as many key areas can be sound proofed • Plan a deaf awareness day 	<p>Ongoing</p>	<p>Class teacher CSW DHT</p>	<p>Hearing Impaired children and their families to feel well supported</p>

To have key staff in school trained in Makaton to improve communication and interaction with pupils with SEND	<ul style="list-style-type: none"> • Makaton CPD rolling programme in place • Training for staff with Deaf children in their classrooms, forward planning for children moving through school and train those staff too 	Ongoing 2021-24	HT DHT All Staff Office Support Manager	School to be able to communicate through sign and symbol
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Aim 2 – To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Targets	Strategies	Time Scale	Responsibility	Success Criteria
To ensure a visually stimulating environment for all children that provides a range of different learning styles	<ul style="list-style-type: none"> • Colourful, purposeful displays that reflect a range of learning opportunities 	Ongoing	Teaching and non-teaching staff	A learning environment that promotes learning through a range of different learning styles
To ensure that pupils with medical needs are met fully within the capability of the school	<ul style="list-style-type: none"> • Medicines policy updated to include Asthma and wraparound provision • School emergency inhaler information to be put in the revised medicines policy • Emergency inhaler consent forms to be updated • Emergency inhaler to be checked termly 	With immediate effect	HT, DHT & FSW	<p>All parents/carers have the option of their child accessing the emergency inhaler if consent is completed</p> <p>To be compliant in school, Nursery and Wrap around provision meeting the needs of pupils with medical needs</p>

<p>To continue to improve community links within the school and wider community</p>	<ul style="list-style-type: none"> • School to continue to have links with the community, church and local community Church links to be further embedded and community work to be undertaken • Community days once a term to be introduced 	<p>Ongoing 2021-24</p>	<p>SLT All staff</p>	<p>Improved awareness of the wider community</p>
<p>To ensure pupils are safe when arriving and leaving school</p>	<ul style="list-style-type: none"> • Communication with parents via newsletter, texts • School council to discuss ways of improving safety at the gate • Bikeability for all Y6 children • School banner to be purchased about road safety • Road safety children bollards to be purchased for the zig zag lines outside of school to promote safer parking • A parking pledge to be launched alongside parking pledge car parking passes • Ensure no one under the age of 16 years old collects a child from 	<p>Ongoing 2021-24</p>	<p>Office Manager HT DHT</p>	<p>Children safe on arrival and departure to school Residents and the local community are happier with the approach the school are taking to parking outside school</p>

	school at the end of the day			
To ensure that school supports the guidance from the Local Authority in regards to the DAF- Disability Access Funding	<ul style="list-style-type: none"> • School to encourage parents/ carers to complete the paper work for the DAF in order for school to be able to have access to additional funding • School to access the funding for pupils who are in receipt of Disability Living Allowance • School to ensure that the money is spent within a term of receiving the funding and in line with the recommended resource list • To use the money to succession plan support for 3-4 year olds in Nursery with a registered disability 	Ongoing 2021-22	HT DHT SENDCo (currently on maternity leave) Nursery Manager	School to receive the appropriate £600 funding per pupil and to spend it in line with the recommendations from the local authority
To improve the outdoor learning opportunities for all of our Nursery pupils including those with SEND	<p>Look at the current outdoor provision for Nursery pupils Allocate a proportion of the budget to improve the outdoor learning resources for Nursery pupils To access the DAF funding to help support SEND pupils outdoors in Nursery</p>	Ongoing 2021-22	SLT All staff	Nursery outdoor learning to improve the communication and interaction outcomes as well as physical development

Aim 3 – To improve the delivery of information to all pupils and parents

Targets	Strategies	Time Scale	Responsibility	Success Criteria
To ensure SEN children are well supported in school and their parents/carers are regularly updated with their progress	<ul style="list-style-type: none"> • Learning plan review evening termly • SEN children each have a learning plan achievement book to record evidence towards targets and share with parents • Parent SEN questionnaire • SEN transition meetings at the end of the summer term 	Ongoing 2021-24	HT DHT All Staff	SEN children to be well supported in school and parents/carers to be regularly informed
To enable improved access to written information for pupils, parents and visitors especially those with EAL- English as an Additional Language	<ul style="list-style-type: none"> • Making sure the website is user friendly • Information for parents/carers with EAL to have important documents photocopied on red paper if it is a letter that needs responding to ASAP • Green if it is information we are sharing but no reply is needed. Paper copies will always be available 	Ongoing 2021-24	HT DHT All Staff	All pupils, visitors and parents to access written material in and around school

	<ul style="list-style-type: none"> Inventory System to sign in pupils will be available in languages other than English 			
To ensure the school website is compliant with all documents in line with SEND and Equality	<ul style="list-style-type: none"> To ensure all policies and documents are regularly updated when changes take place Policies reviewed in line with ATLP 	Ongoing 2021-24	HT DHT Governors	Website compliant
To ensure new parents/carers are well informed about key information in school prior to starting	<ul style="list-style-type: none"> Introduce new school prospectus Prospectus to be colourful and vibrant with reduced text – information at the back-inserts to be copied on cream paper 	Ongoing 2021-24	HT/EYFS Lead	Parents/Carers to be well informed about our school

Actions still to be taken for 2021-22

- Signage around School and Nursery- external signage, how we promote our school and what we offer.
- School values implemented on external fencing; look at how we are viewed externally about being inclusive and diverse
- De-fib training for staff
- Secure a new Disadvantaged/Safeguarding Champion (Governor)
- Makaton training for staff new to school 22/23