



# St Philip's Catholic Primary School

## Accessibility Plan

Approved by:

Last Reviewed: December 2023

Next review due by: November 2024



# Accessibility plan 2023-2024

## **Aims**

Schools are required under the Equality ACT 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable the disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all of its pupils fairly and with respect. This involved providing access and opportunities for all pupils without discrimination of any kind.

St Philip's Catholic Primary School is an inclusive Catholic community that is guided by the Gospel values that are expressed in our school aims and mission statement. These aims promote inclusive education in its widest sense in all areas of school life.

Providing for pupils with Special Educational Needs and Disabilities (SEND) is just one way in which St Philip's promotes and supports inclusion. We believe that each child is unique, being created in God's own likeness, each with his/her own gifts and talents.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## **Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DFE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on his or her ability to undertake normal day to day activities.

# Accessibility plan 2023-2024

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes and epilepsy.

Schools are required to make, ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Action plan

<b>Intended Outcome</b>	<b>Current good practice</b>	<b>Action(s) to be taken /strategies</b>	<b>Time scale</b>	<b>Persons responsible</b>	<b>Success criteria</b>
To ensure that lessons provide opportunities for ALL pupils to achieve	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use the resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with SEND.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Children to work in a variety of ways – individuals, pairs, group and whole class.</p> <p>Effective deployment of staff to support specific needs by carrying out tailored intervention programs.</p> <p>Whole staff training on how to meet the needs of children with SEND.</p> <p>Ensure that information is presented in a way that meets the needs of children with specific difficulties.</p> <p>Ensure that strategies/interventions recommended by external agencies are implemented correctly.</p> <p>Ensure that equipment provided by outside agencies is used correctly and that staff receive appropriate training.</p>	Ongoing throughout the life of the plan	<p>SENCO</p> <p>SLT</p> <p>Class teachers</p> <p>Support staff</p>	<p>Resources are targeted more efficiently</p> <p>Children achieve or exceed their individual targets</p> <p>When lessons are monitored, SENCo/SLT can identify that strategies outlined in this plan are in place</p>

# Accessibility plan 2023-2024

<p>To improve and maintain access to the physical environment.</p> <p>To improve access to outdoor activities on site for pupils with wheelchair or other mobility issues</p> <p>Ensure accessibility for disabled/ Wheelchair users.</p>	<p>Our school currently has the following adaptations:</p> <ul style="list-style-type: none"> <li>• Disabled toilets and changing facilities.</li> <li>• Ramp access from main entrance and fire exit doors.</li> <li>• Wheel chair in place for evacuation.</li> </ul>	<p>Audit needs of individual children based on their Educational, Health care plan (EHCP) to make suitable adjustments where appropriate.</p> <p>To seek further support from external agencies as and when appropriate to ensure the needs of the child is met.</p>	<p>Ongoing as and when advised.</p> <p>Supported from the LA Team.</p>	<p>HT SENCO HT report actions to Governors (termly) SENCO</p>	<p>Provision for all pupils will be outstanding and meet their needs.</p> <p>Our school continues to be accessible for wheel chair users.</p>
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# Accessibility plan 2023-2024

<p>Improve the delivery of information to pupils with a special Educational Need and /or Disability (SEND )</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources are available when necessary.</li> <li>• Pictorial or symbolic representations used around school.</li> <li>• Makaton signing and visual aids to support with communication.</li> </ul>	<p>Whole staff training on how to meet the speech and language needs of children with SEND.</p> <p>Visual aids put into place to support learning needs where necessary.</p> <p>Develop the use of communication books to communicate more effectively with our children with SEN.</p> <p>To use Makaton signing in class and around school with the use of visual aids.</p>	<p>Ongoing throughout the life of the plan</p>	<p>All staff</p>	<p>All children to be able to participate in school life fully.</p>
<p><b>CURRICULUM</b></p>					
<p>Continue to improve provision for SPLD pupils in school.</p> <p>To use the assessment tool WELLCOMM to identify needs to individual children supported by the Speech and Language Enhancement Team.</p>	<ul style="list-style-type: none"> <li>• All staff are trained to identify needs for speech and language support.</li> <li>• Support staff deliver speech and language support and intervention to aid progress.</li> <li>• Part of the enhanced speech and language team support fortnightly is given to staff and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of specialist equipment in classrooms following support and advice from inclusion services.</li> <li>• Use of support staff for bespoke support for individual needs to aid progress.</li> <li>• Advice and CPD provided from the Inclusion Team to deliver 1:1 support to children with SPLD.</li> </ul>	<p>Ongoing as and when advised. Supported from the LA Team.</p>	<p>SENCO</p> <p>SLT</p> <p>HT report to governors (termly).</p> <p>Class teacher to lead on monitoring provision.</p>	<p>All children to be able to participate in school life fully.</p>
<p>Use appropriate teaching and learning strategies to support children with SEN.</p>	<ul style="list-style-type: none"> <li>• All staff are trained to use a range of appropriate strategies to support children with SEN</li> <li>• SEND policy is robust and ensures that the needs of all pupils are met</li> <li>• Parents are aware of how school meets their child's needs and receive regular updates on progress</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate resources in class, such as the interactive whiteboard and visual prompts, are used effectively to support the needs of SEND children.</li> <li>• Appropriate planned and differentiated tasks are used within class to support children with SEND.</li> </ul>	<p>Ongoing as and when advised. Supported from the LA Team</p>	<p>SMT</p> <p>SENCO</p> <p>HT report to governors (termly).</p> <p>SENCO.</p> <p>SMT</p>	<p>School to deliver high quality teaching and learning strategies to support children with SEND.</p>

# Accessibility plan 2023-2024

	<ul style="list-style-type: none"> <li>A range of interventions have been put in place in line with school policy and provision map to ensure that the needs of all pupils are being met</li> <li>A range of resources and equipment are used within classes to support the children's needs</li> </ul>	<ul style="list-style-type: none"> <li>Support staff deliver well planned interventions daily/weekly to address the needs of the children.</li> </ul>			
<b>SEMH and Behaviour</b>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>			
To successfully support pupils and families with SEMH needs	<ul style="list-style-type: none"> <li>School has members of staff with significant training in SEMH needs. These staff are able to signpost pupils and parents to external support.</li> <li>School has access to a special advisory teacher for SEMH and behaviour</li> <li>School has a learning mentor to support children with SEMH and behaviour working 1:1 and in groups</li> </ul>	<ul style="list-style-type: none"> <li>Staff training on identifying SEMH needs across the school</li> <li>Increase staff awareness of organisations that can provide support and help with SEMH needs</li> <li>Develop a good working relationship with our advisory teacher for SEMH and utilise their provision to provide tailored training to relevant staff</li> <li>To review and develop SEMH provision currently in place.</li> </ul>	Ongoing throughout the life of the plan	Senco Safeguarding lead Class teachers	Pupils and families with SEMH needs feel supported and have access to the necessary provision that they need.
School behaviour policy and other whole school policies to be reviewed to ensure the needs of all pupils with SEND are met and accommodated for	<ul style="list-style-type: none"> <li>Current SEND policy in place ensures that the needs of all pupils are met and parents are aware of how their child's needs are met by the school</li> </ul>	<ul style="list-style-type: none"> <li>Continued development of a range of inclusion strategies involving multi-agency approaches.</li> <li>Incorporate advice from external agencies how to effectively manage the behaviour of children with SEND</li> </ul>	Ongoing throughout the life of the plan	Senco SLT Safeguarding lead Class teachers	There will be sufficient strategies put in place to ensure the needs of all children are met and prevention of permanent exclusion.
<b>WRITTEN INFORMATION</b>					
Ensure key information is available in various formats for families who are EAL and have children with SEND needs	<ul style="list-style-type: none"> <li>School will provide interpreters where needed. School supports parents with key information in a variety of formats on request.</li> </ul>	<ul style="list-style-type: none"> <li>To use different formats such as audio taping, symbols, large print, use of colour, Braille, BSL</li> <li>Exploring ICT solutions to information access with appropriate support services.</li> </ul>	Ongoing throughout the life of the plan	Senco SLT Safeguarding lead Class teachers	There will be sufficient strategies put in place to ensure the needs of all families who are EAL receive important

# Accessibility plan 2023-2024

		<p>Have translations of key information so that it is accessible to parents with EAL.</p> <ul style="list-style-type: none"><li>• Differentiated resources such as communication print 2 available for all classes.</li><li>• School to seek support with external agencies for families to be signposted to support with interpretation for a variety of services offered and key information.</li></ul>			information in a variety of formats.
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