St Mary's Catholic Primary School Accessibility Plan 2017-2020

St Mary's School is an outstanding Catholic school. The extremely strong Catholic identity permeates the school's daily life. The committed leadership of the headteacher and governors effectively promotes a strong spiritual purpose within the Catholic ethos. Prayer, mass and worship are of pivotal importance in the school's life. Staff are committed to the very high profile given to religious education.

We want all children to enjoy school, to be challenged to achieve their very best, and to consider school to be a place to thrive and learn. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan
This plan shows how St Mary's Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

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

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. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information
St Mary's Catholic Primary School is a single-storey one-form-entry primary school built originally as an infant school in the 1960's and added to as needs dictated.
No entrances to the school have steps. At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities
The school has a small number of children with social and communication difficulties (ASD). We have a small number of parents who have a hearing impairment.

Increasing access for disabled pupils to the school curriculum.
Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), 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 and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Online learning modules if required. Specific guidance from SEN professionals	Ongoing and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Staff access CPD as appropriate Online learning modules if required	As required	SENCO	Raised confidence in support staff
Ensure all staff are aware of the curriculum access for disabled children	Individual personal profiles details the child's needs and support when required. Information sharing with all agencies involved with the child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	Technician / SENCO	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Vet each venue for suitability	As required	HT / EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PT and disability sports Seek disabled sportsmen and women to visit school	As required	PE Leader	All to have access to PE and be able to excel

Improving access to the physical environment of the school
The key stage 2 corridor is narrow, less than a metre wide in places and houses the Y3 and Y4 cloakrooms. The school comprises: 13 place nursery, 7 classrooms, an ICT suite, administration rooms and a library. A disabled toilet is available. There are no other available rooms.

Provision, in exceptional cases, will be negotiated when a pupil's needs are known.
We have a wide range of equipment and resources available to us for day to day use. We keep resource provision under constant review. The school's development plan is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled	To create access plans for individual disabled pupils as part of the pupil profile process when required	As required	SENCO	Pupil profiles in place for disabled pupils and all staff

Target	Strategies	Timescale	Responsibility	Success Criteria
pupils, staff, governors, parents / carers and visitors	Be aware of staff, governors and parents access needs and meet as appropriate Through discussions find out the access needs of parents / carers through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	Induction and on-going if required Annually Recruitment process	Head Head Head	aware of pupil's needs All staff and governors feel confident that their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head / Govs / SBM	Redesigned buildings are usable by all
Ensure access to all classrooms for all	Improve access during any redesign	Consider in any new development	Govs / SBM	Disabled parents and carers feel welcome
Ensure all disabled pupils can be evacuated safely	All pupils with disabilities have Personal Emergency Evacuation Plans (PEEPs) Develop a system to ensure all staff are aware of their responsibilities	As required Each September	SENCO HT	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Liaise with VI/HI advisers on information with regard to pupils	Ongoing and as required	SENCO	Hardware and software available to meet the needs of children as appropriate.
All fire escape routes are suitable for all	Make sure all emergency exits in the school are clear H&S Annual Audit	Ongoing and as appropriate	Head Govs	All disabled staff, pupils and visitors are able to have safe independent egress

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 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 timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's IT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents / carers to ensure it is accessible	Provide information and letters in clear print in 'simple' English	During induction	EYFS lead Office	All parents receive information in a form that they can access.
	School office will support and help parents to access information and complete school forms	Ongoing	Office	
	Ensure website and all documentation accessible via the school website can be accessed by the visually impaired	Current	Office Govs	All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment.	As required	SBM	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop pupil profiles as appropriate in child friendly formats	Ongoing	SENCO	Staff more aware of pupils' preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2017	HT	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have hearing or language problems	Access to translators and sign language interpreters where appropriate

Website has a 'translate' button | As required

Ongoing | SENCO | Pupils and / or parents feel supported and included |