



St Winefride's
Catholic Primary School
Accessibility Plan 2017 – 2020

This plan is written under the requirements of the Equality Act 2010 as well as the Public Sector Equality Act Duty 2011 and sets out the School's strategy on improving access for disabled pupils, employees and visiting public to the school up to the end of July 2020. The aim is to ensure the progress of improvements to the School site and Curriculum meets the needs of those with specific requirements in order to help them benefit from education and access at the School.

Vision Statement for St. Winefride's Catholic Primary School

It is the overall aim of St Winefride's Catholic Primary School to do all that is reasonably possible to ensure that the school's facilities, services, culture, policies and procedures are made accessible to pupils, staff and visitors who have disabilities, and to comply with our moral and legal responsibilities under the Disability Act 2010.

St. Winefride's Catholic Primary School Accessibility Plan 2017-2020

A person is defined as having a disability if they have a physical or mental impairment that has a substantial and long term effect on their ability to carry out normal day to day activities.

1. This Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school. This document is also a review of the previous Accessibility Plan.
2. We are committed to providing a fully 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.
3. St. Winefride's plans, over time, to increase the accessibility of the curriculum for all pupils and to increase the provision of general accessibility for all pupils, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. 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 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. This area will be addressed in this document as some elements were not achieved from the previous plan and therefore have been carried over.
- We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equality
- Staff Development
- Health & Safety
- Special Education and Disabilities
- Behaviour Policy
- School Improvement Plan
- Teaching and Learning Policy

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be revisited prior to the end of each plan period in order to inform the development of the new Plan for the following period.

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".

Information about our Accessibility Plan will be available on the website and the Plan will be monitored by the Governors. The school will work in partnership with the local authority in developing and implementing this plan.

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p>1. ACCESS TO CURRICULUM</p> <p>Ensure access to computer technology appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> • ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities. • School staff to be updated on available technology on a termly basis. 	<p>As required - unless needs of pupils in school require immediate action.</p>	<p>Up to £500 p.a.</p>	<p>All key leaders.</p>	<p>Governors.</p>	<p>Access to appropriate computer technology will be improved for all disabled pupils.</p>
<p>2. ACCESS TO CURRICULUM</p> <p>Reflect identified areas of need in lesson planning and delivery.</p>	<ul style="list-style-type: none"> • Incorporate Quality First Teaching into all planning. • Ongoing programme of staff training in disability awareness to reflect diverse needs of pupils within the school & anticipatory duties. • Further staff training for Deaf awareness • Where/When- autism/dyslexic/epipen/ speech& Language • Purchase of resources to increase pupil participation through differentiation and training to support planning. E.g.: Maths wallets, punctuation bookmarks. 	<p>Ongoing. (training dates will be added)</p> <p>2017 and ongoing</p>	<p>Curriculum area plans.</p>	<p>All staff.</p> <p>SENCo</p>	<p>Senior Leadership Team (SLT).</p> <p>Governors.</p>	<p>Improved access to curriculum for all pupils.</p> <p>To be able to fully support the hearing impaired pupil in class and around the school</p>

<p>3. ACCESS TO CURRICULUM</p> <p>Prioritise pupil participation in school activities.</p> <p>Continued support for dyslexic children</p>	<ul style="list-style-type: none"> • Promote pupil awareness of the rights of the child. Children should have special care & support if they need increased access arrangements. • PEP plans to be in place. • Ensure all activities are accessible to all pupils e.g. Sensory Impaired • Carry out risk assessments and take steps to meet the needs of vulnerable pupils at assemblies and lunchtimes. • Retesting of pupils prescribed glasses with coloured lenses 	<p>Ongoing.</p> <p>Autumn 2017</p> <p>2017 onwards</p>		<p>Governors.</p> <p>Pastoral support.</p> <p>SENCo</p>	<p>S.L.T.</p> <p>Governors.</p> <p>Termly review</p> <p>SENCo</p>	<p>Increased participation in school life for pupils with disabilities.</p> <p>To ensure that the pupils are continually assessed and prescribed lenses renewed as necessary.</p>
<p>4. SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> • Consider all policies in view of priorities. • Equality objective to be considered in all Governor Committees. 	<p>Ongoing at Governor Committee</p>	<p>n/a.</p>	<p>Governors.</p>	<p>Governors.</p>	<p>Access to all aspects of school life for all pupils.</p>
<p>5. SCHOOL BUILDINGS</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p>	<ul style="list-style-type: none"> • Maintain lines on external steps to make access to the school safer for partially sighted. • Accessibility & clarity of signs around school. • Awareness of independent access indicated by signs • Clear identification of room 	<p>Ongoing.</p>		<p>SLT</p> <p>Governors.</p>	<p>Governors.</p>	<p>Access to school buildings and site improved.</p>

<p>Ensure access for disabled parents/visitors.</p> <p>Install 'daylight' lighting throughout school</p> <p>Further enhance safety for all children in outdoor areas.</p> <p>Increase access to all areas of school life including assemblies etc</p>	<p>functions/Classroom external exits.</p> <ul style="list-style-type: none"> • Incorporate accessibility into any proposed structural alternatives. • Make reasonable adjustments for a range of events e.g. assemblies. • To support all the children especially those who are visually impaired • Redevelopment of the current music room into a sensory area 	<p>Autumn 2017</p>	<p>£1,500</p>		<p>SLT Governors.</p>	<p>Children with conditions that weill benefit from a sensory room will be able to access the curriculum mor effectively.</p>
<p>6. CLASSROOMS</p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints.</p> <p>Identify needs & actions for future improvements.</p>	<ul style="list-style-type: none"> • Plan classrooms in accordance with pupil need. • Organise resources within classrooms to reflect student need. • Incorporate accessibility into any proposed structural alternatives. • Provide quiet areas within the school. • Think beyond the ramp. Look at accessibility in all areas of school life e.g. carpets in classrooms, colour schemes for walls and doors, Class teacher to be aware of all disabilities related to Health and curriculum e.g. Speech & 	<p>Ongoing.</p>		<p>SLT Governors.</p>	<p>Governors. SLT Governors.</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities.</p>

	Language needs requiring Key visuals.					
7. BULLYING/HARRASSMENT To eliminate the above and promote positive attitudes to the disabled.	<ul style="list-style-type: none"> To be aware that 90% of disabled pupils are bullied at some in their school life and staff and pupils to watch out for signs. To be aware of vulnerable times for pupils e.g. assemblies/playtimes. Any bullying dealt with promptly. Anti-bullying week marked with assemblies, SEAL, circle time. Celebrate International Day and people with disabilities. 	Ongoing	£300			Teachers and staff will be aware of the potential of bullying and harassment based on disability and therefore be able to prevent and reduce its occurrence.
8. NEWSLETTERS & DOCUMENTS Availability of newsletters and school documents in alternative formats.	<ul style="list-style-type: none"> Letters in first language whenever possible. Large print & audio when requested. Texts and email in first language. 		£500 p.a.	SLT Governors.	Governors.	Information to pupils with disabilities and parents / carers will be improved.
9. DISABILITY & EQUALITY To ensure that disabled staff are given any support necessary and treated fairly.	<ul style="list-style-type: none"> Refer to Occupational Health Guidance on any changes needed for individual members and staff. Maintain return to work interviews after illness. 	Ongoing. Good Practice to be maintained at all times.		Headteacher and Deputy Head.	Governors	All staff treated equally.

<p>10. DISABILITY & EQUALITY</p> <p>To develop awareness amongst staff and wider school community of Disability Equality of pupils and staff and awareness of this document.</p>	<p>Communicate important parts of the Action Plan to the wider school community through website, Newsletter, briefings etc.</p> <p>Governors to discuss disability/equality in their committee meetings.</p>			<p>Headteacher</p> <p>Deputy Head</p> <p>Governors</p>	<p>SLT</p> <p>Governors</p>	<p>All staff to understand the equality scheme and have a raised awareness of the issues and the part they need to play.</p>
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