**SS John & Monica’s Catholic Primary School**

**Accessibility Planning Objectives (for anticipatory reasonable adjustments)**

**2016 - 2019**

**Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.**

The school plans to 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. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

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| **Objectives**  Expressed as an outcome for pupils and/or adults in terms of progress and participation | **Actions** | | | **Evidence**  to be collected to measure progress |
| **How** | **Who**  (Lead person) | **Resources** |
| **Promote the successful involvement of disabled pupils in all classroom activities (in all curriculum areas) and to be mindful of the many varied approaches to teaching and learning that pupils with a range of physical and developmental needs may have** | **Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing**   * **Minimal wheelchair access arrangements in place (ramps) and other additional mobility needs due to our site specific issues** * **Identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc, has been identified and supported. Care Plans for personal and medical care and how they impact learning** * **Screen magnifiers for the visually impaired** * **Giving alternatives to enable disabled pupils to participate successfully in lessons** * **Creating positive images of disability within the school** * **Review a preferred layout of furniture and equipment to support the learning process in individual classrooms** * **Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/ software**. **Features such as sticky keys and filter keys, overlays, enlarged mouse** * **Liaise with Sensory Team with regard to the visual impaired and hearing impaired pupils** * **Prepare CPD for staff on learning styles and how best to plan lessons that encompass as many varied styles as possible to appeal to the widest number of pupils (at all ability levels)** * **Review needs of pupils within each class and match staff skills to pupil needs** | * **SMT** * **All Class Teachers** * **External Agencies** * **DfE** |  | * **Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school** * **Increased levels of achievement for pupils with disabilities** * **Wider use of SEND resources in classrooms** * **All pupils in school able to access all educational visits and take part in a range of activities** * **Hardware and software available to meet the needs of children as appropriate** * **Staff are familiar with the criteria for identifying specific needs and how best to support these children** |
| **Monitor and review the attainment and progress of all SEND pupils to ensure that rapid and appropriate progress and attainment is being made in relation to their age and specific need** | * **SENDCO Reviews** * **Class teacher meetings/Pupil progress** * **Scrutiny of assessments and pupil work/Analysis of planning for differentiation** * **Observations and feedback from external agencies** * **Regular liaison with parents – formal and informal** * **SLT data analysis for vulnerable groups and the formation of an action plan to narrow the gaps** * **Phase meeting time (once a term) used to ensure identification of all pupils with physical needs and that their needs are being met (Called the Welfare Meeting)** * **All staff that work with pupils with physical difficulties/disabilities are kept informed about the pupils needs** | * **SMT** * **All Class Teachers** * **External Agencies** |  | * **Staff are aware of how to analyse the pupil data relating to their pupils** * **Trends are identified and action taken** * **Support is put in place to narrow gaps in pupil learning** * **Managers are able to resource for the needs of physical disabilities** * **Good communication between staff to ensure pupils’ needs are met** |
| **Create improved teacher and teaching assistant subject knowledge in SEND so that all pupils receive the best provision linked to identification of need and supply of teaching style, resourcing, adult support and curriculum differentiation** | * **Creation of SEND Champions that each take responsibility for a core SEND category and develop their own subject knowledge (and then their peers) in that area** * **Provide appropriate CPD for staff so that they can advise and note identifying features of conditions** * **Support staff with more access to the external agencies who can share their expertise and offer specific training in the key areas** * **Develop a rolling programme of CPD for teachers and provide training for governors** | * **TA’s** * **SMT** * **External Agencies** |  | * **Raised confidence of support staff and teachers** * **Wider use of SEND resources in classrooms** |
| **Review PE curriculum to ensure that PE is accessible to all pupils**  **Ensure that Sports premium monies are targeted to support SEND pupils** | * **Gather information on accessible PE and disability sports and integrate them into the curriculum where necessary** * **Seek disabled sports people to come into school to model the aspirations and possibilities available to people at all levels of physical capability** * **Ensure that all sporting after school clubs are available to pupils with disabilities and that positive promotion of such clubs is made** | * **PE Coord** * **SMT** * **All Class Teachers** * **External Agencies** * **Bishop Challoner** |  | * **All pupils to have access to PE and be able to excel** * **Pupils have opportunities to see role models from all walks of life** * **Increase numbers of SEND pupils attending clubs** |
| **To ensure that the school is fully compliant with the “Medicine in Schools” legislation 2014 (see also Aim 2 below)** | * **To provide a secure fridge (where necessary) to store medicines safely** * **To train named staff in the administration of medicines** * **To ensure consent guidelines are adhered to and clear record keeping maintained** * **To ensure that all pupils on medications (nonstandard) have their photographs displayed and updated to ensure no misidentification of pupils taking medications** * **To identify training needs for all staff and ensure that those needs are managed** * **All staff to read the latest DfE guidance and ensure policy is followed** * **Lead staff member for first aid and medical issues attends any updated training for her role** * **To establish individual protocols where needed for individual pupils.** * **To ensure that school documentation is kept and is available to demonstrate action by staff in medical situations** * **Emergency inhalers and Piriton available in school office** | * **SMT** * **Named Medical TA’s** |  | * **All pupils on medication will be treated correctly and detailed records kept** * **All staff trained and aware of the Medicine in Schools legislation** * **Raised confidence of support staff in managing medical related issues** |
| **Ensure effective transition arrangements for all pupils with disabilities so that they can move to new settings as safely and smoothly as possible** | * **In addition to the once termly Welfare Meetings, traditional July Transition meetings, Year 7 transition meetings etc will involve all necessary personnel to ensure that the correct information is being passed within settings (in a timely fashion)** | * **SMT** * **Phase Leaders** * **All Class Teachers** * **External Agencies** |  | * **Staff in all settings will have clear up to date information about all pupils in their care to ensure their needs are being met.** |

**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.**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

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| **Objectives**  Expressed as an outcome for pupils and/or adults in terms of progress and participation | **Actions** | | | **Evidence**  to be collected to measure progress |
| **How** | **Who**  (Lead person | **Resources** |
| **To ensure that all staff, pupils and parents with a known or anticipated physical disability are able to be involved in all aspects of school life**  **Ensure all disabled pupils can be safely evacuated in the event of an emergency** | * **Create access plans for individual disabled children as required** * **Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school** * **Audit requirements for ramps** * **Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating** * **Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with physical mobility difficulties** * **Develop a system to ensure all staff are aware of their responsibilities in an emergency** * **General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs** * **Fire drills completed in timely fashion and evacuation signage is checked and appropriate for all users** * **All fire escape routes are suitable for all members of the school community** | * **Class Teachers** * **SENDCo** * **SMT** * **External Agencies** |  | * **Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school** * **IEPs in place for disabled pupils and all staff aware of pupils needs** * **All staff and governors feel confident their needs are met** * **Parents have full access to all school activities** * **Access issues do not influence recruitment and retention issues** * **Disabled parent/carer/ visitors feel welcome** |

**Aim 3: To improve the delivery of information to disabled pupils and parents.**

The school plans to improve the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

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| **Objectives**  Expressed as an outcome for pupils and/or adults in terms of progress and participation | **Actions** | | | **Evidence**  to be collected to measure progress |
| **How** | **Who**  (Lead person | **Resources** |
| |  |  | | --- | --- | | **To support the improved access to written information for pupils, staff, parents and other visitors**   * **Letters** * **School Website** * **Twitter** * **SEND Reviews** * **Annual Reporting** * **Flyers and Leaflets** * **School Prospectus** * **Awareness of EAL**   **Pupils are given opportunities in their curriculum to respond to their learning in a variety of formats** |  | | * **Investigate symbol software to support learners with reading difficulties.** * **Following Dyslexia Association guidance about Reading Ages for best access (approx. 12 years)** * **Raising awareness of font size. Colour of document and page layouts will support pupils with visual impairments.** * **Ensure the availability of large font and easy read texts will improve access.** * **Auditing signage around the school to ensure that is accessible to all is a valuable exercise** * **Ensure website is fully compliant with requirement for access by person with visual impairment.** * **Ensure Prospectus is available via the school website.** * **Informing readers that school published material is available in a selection of formats and identifying how they can access this provision if requested.** * **Considering how to increase information accessibility for those who have English as an additional language or other communication impairments** * **Ensure all staff are aware of guidance on accessible formats and know how to respond to such a request** * **Identify how textbooks and other pupil information are selected and provided to meet pupil need** * **Staff to utilise all forms of written and verbal communication with their pupils** | * **SMT** * **All Class Teachers** * **External Agencies** * **DfE** |  | * **All parents receive information in a form that they can access** * **All parents understand what are school information** * **Staff are more aware of pupils preferred method of communications** * **Confidence of parents to access their child’s education** * **Pupils and/or parents feel supported and included** * **Pupil responses; verbally, pictorially and written that indicate they feel themselves to be included in all aspects of school life** |