

Accessibility Policy

Date:	January 2015	Review Date:	January 2018
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Introduction

St Dominic's Catholic Primary School has adopted this accessibility policy in line with the school's special educational needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This policy is created in response to the recommendations made in our school's last access audit which took place on 17 March 2015 and should be read in conjunction with the Access Audit.

Our special educational needs policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting.

The school curriculum is regularly reviewed by the Head teacher together with the SENCo, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom. It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback

- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

3. Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.
- This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

Aims:

- The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the SEN and Disability Act (2001) and the 2005 DDA. We will consult with the school community to identify barriers to inclusion and establish a Disability Equalities Scheme to improve outcomes for disabled people.
- This school promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.
- We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities and /or Special Educational Needs
- We will prioritise sufficient resources to support the actions identified in this plan

What do we mean by 'Disability'?

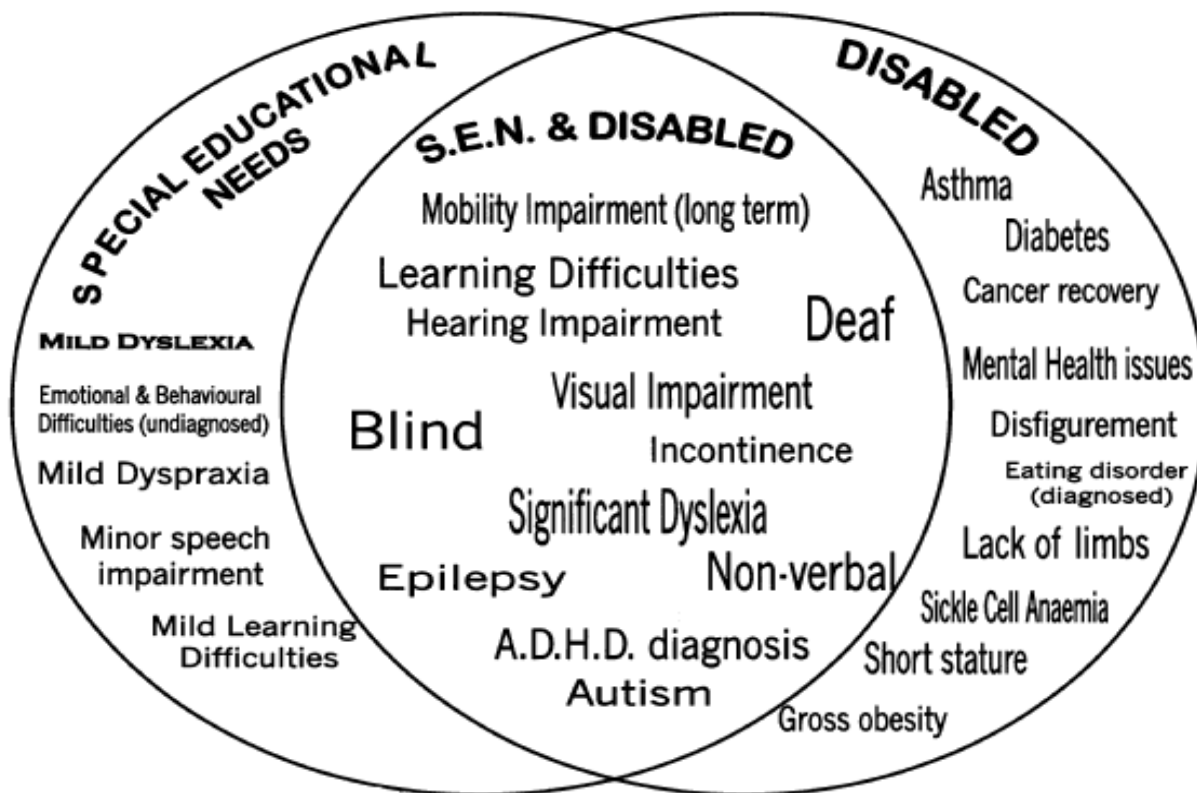
The DDA defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

'Long term' means at least 12 months. 'Substantial' means 'more than minor or trivial.'

This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, and pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or tourettes syndrome.

This diagram shows the overlap between Special Educational Needs and Disability.



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It is important that staff are aware that, although a pupil or parent/carer may be considered to have a disability according to the definition, they may not consider themselves disabled.

A whole school approach to inclusion is likely to be the most effective way of meeting the needs of all pupils.

Area To Be Addressed: Access to the Curriculum**Goals & Targets:**

1. Continue to develop and enhance knowledge of responsibilities under DDA
2. Continue to develop confidence and knowledge for staff in delivering curriculum to disabled pupils
3. Consult pupils, staff and parents/carers on accessibility issues for people with a disability
4. Enhance access to and participation in National Curriculum and wider curriculum for disabled pupils and those with Special Educational Needs through effective provision management
5. To produce a Disability Equality Scheme for the school

Strategy & Implementation:

1. Ensure all new staff are trained in responsibilities under DDA. Training to be delivered by SLT/SENCO. Refresher training for all staff should take place every two years.
2. Develop training programme on curriculum access for disabled pupils with a particular focus on disability equality and reasonable adjustments. Training to be delivered by SENCO/TLT Specialist Teacher.
3. Enhance knowledge and confidence amongst staff on approaches to teaching pupils working at P Levels. SMT to liaise with Learning Trust to secure appropriate trainer. Training to be in place during the academic year 2015/16.
4. Work with Learning Trust to develop guidance and best practice on access to school journeys and educational visits. SENCO to liaise with Learning Trust 2016.
5. Review planning & delivery of the curriculum. Using the information from the audits & QCA guidelines, each class teacher to review curriculum delivery and identify barriers & report to SLT on findings. To be completed by December 2016.
6. Disabled pupils, staff, parents/carers to be consulted in establishing a disability equality scheme. To be completed by end of December 2016.
7. Pupils to be consulted on identifying Disability/Health needs by December 2016
8. SENCO and SMT to carry out provision mapping including an audit of projected needs for pupils with SEN/disabilities by Oct 2016. Provision map and monitoring procedure to be in place by Jan 2017.

Resources:

- INSET time in 2016/17 to be utilized for DDA issues
- SLT members to be provided with time each term to support and co-ordinate curriculum review
- SENCO to assume responsibility for provision mapping for pupils with SEN /disability
- Lead member of SLT assigned responsibility for writing the Disability Equality Scheme
- £100 to be allocated for printing of materials
- Learning Trust staff to deliver training programmes on autism awareness, P levels in the numeracy and literacy hours.

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the governing body's SEN committee
- As part of the school self evaluation process
- By feedback from parents/carers and disabled pupils

Area To Be Addressed: Accessibility of Information

Goals & Targets:

1. Develop more accessible teaching resources
2. Increase the availability of written information in other formats
3. Work with The Learning Trust and other schools in Hackney to identify and implement best practice on delivery of information to disabled pupils.

Strategy & Implementation:

1. Audit teaching materials, textbooks and other information to assess accessibility and areas for development. To be carried out in conjunction with audit of accessibility to curriculum carried out by SMT by Spring term 2016. All new purchases should meet accessibility criteria wherever possible.
2. Work with Learning Trust to develop bank of resources accessible in other formats (e.g. Braille, large print, audio cassette). SENCO to have on-going liaison with The Learning Trust.
3. Identify wherever possible the preferred method of communication with disabled pupils and their parents/carers. To be carried out by class teacher during the Autumn Term each year.

Resources:

- £800 to be allocated to purchase resources
- SENCO to be provided with 1 day to co-ordinate audits

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the governing body's SEN committee
- As part of the school self evaluation process
- By feedback from parents/carers and disabled pupils

Area To Be Addressed: Physical Accessibility**Goals & Targets:**

1. To reduce physical barriers to inclusion
2. To work with The Learning Trust to increase accessibility based on the audit of physical access commissioned by the Trust

Strategy & Implementation:

1. Pupils, staff and parents/carers to be consulted on accessibility issues.
2. A gradual increase in the availability of physical aids to access the curriculum e.g. enlarged computer screens, specialist seating/desks 2017.
3. Audit of short-term steps that could be taken to improve accessibility e.g. carpeting to ease movement of wheelchairs, colour contrasting, signage. Action of short-term measures the school can implement independently using devolved capital funding
4. Ensure accessibility is considered in all future purchase decisions of equipment
5. Work with neighbouring or federated schools to share resources where possible
6. Work with The Learning Trust to take forward actions identified in the accessibility audit
7. Work with The Learning Trust to plan major building works to enable access to first and second floors by lift

Resources:

- Budget bid in Spring term 2016 to decide on the amount from the school's devolved capital which will be allocated to improve physical accessibility.
- The SENCO will spend 1 day in the autumn term working with staff from The Learning Trust to identify the short term measures identified above

Monitoring & Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the governing body's special needs committee
- As part of the school self evaluation process
- Through meetings with The Learning Trust as part of the Trust's overarching Accessibility Strategy
- By feedback from parents/carers and disabled pupils