



St Alphonse's RC Primary School

Part of St Hilda's Catholic Academy Trust



In St Alphonse's Roman Catholic Primary School
we are the best that we can be by:
learning with each other
serving each other
loving each other
in a Christ-centred community
"Learning, serving and loving with Christ."

Disability Equality Scheme and Accessibility Plan	
Adopted	September 2016
Reviewed	
Review Date	September 2019
Lead Officer	Miss McCann



Disability Equality Scheme and Accessibility Plan

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Disability Equality Scheme and Accessibility Plan

INTRODUCTION

The Equality Act 2010

St. Alphonsus' RC Primary School conforms to the requirements of The Equality Act 2010, which came into effect on 1 October 2010. The Equality Act replaced all existing equality legislation, including the Disability Discrimination Act (DDA).

The publication of an Accessibility Plan is a statutory requirement for schools. The plan should aim to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to enable disabled pupils to take better / full advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils
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St. Alphonsus' School is committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students irrespective of special need or disability.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The plan must be renewed every three years. The current time frame is 2016-2019

DEFINITIONS AND DUTIES

Schools' duties around accessibility for disabled pupils:

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a



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freestanding document but may also be published as part of another document such as the school development plan.

OFSTED inspections may include a school's accessibility plan as part of their review.

MISSION STATEMENT

**In St Alphonse; Roman Catholic Primary School
we are the best that we can be by:**

**learning with each other
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Statement of Intent

To create a school environment which nurtures the whole child and which has the same ambitions for its disabled pupils, allowing for the development of each individual's potential, giving him/her a framework for living where sound relationships can be established and where everyone has dignity and is valued.

To ensure that the curriculum provides opportunity for growth through the acquisition of skills and knowledge in a Catholic/Christian setting.

To define St. Alphonse's Schools commitment to equal opportunities. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- works hard to overcome potential barriers to learning and assessment for individuals and groups of pupils.

St. Alphonse's School aims to identify and remove barriers to disabled pupils in every area of school life.

St. Alphonse's School makes all children feel welcome irrespective of race, colour, creed or impairment.

ACCESSIBILITY AT ST. ALPHONSUS' SCHOOL

St. Alphonse's School will ensure that all staff and governors are aware of the implications of the Equality Act 2010 and, through training and development opportunities, embed the good practice across all aspects of school life.



Disability Equality Scheme and Accessibility Plan

During the previous Accessibility Plan, St. Alphonsus' School tried hard to achieve its vision and a number of the successful outcomes are listed below:

- Visual timetables are used in a number of classes (information) for individual pupils
- Ensuring disabled access to all classrooms (doors widened) enabling wheelchair users to have access to all resources, and wheelchair exits from specific areas.
- Sporting opportunities including wheelchair basketball.
- Coloured overlays for visual stress.
- Specific medical training for asthma, epilepsy and sickle cell.
- Response to plans eg, purchasing recommended resources with sensory impairment, Chrome Book, cushions, writing implements.
- Access to outside agencies: Occupational therapy, Physiotherapy
- Staff learning and delivering physiotherapy exercises

At St. Alphonsus' School we try to ensure that every child has the best opportunity to achieve. We make 'reasonable adjustments' to our practices and policies to meet the requirements of the Act. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

On 'access to the curriculum,' we have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning. All areas of the curriculum, including the Cornerstones Curriculum, is modified to ensure that all pupils including those with disabilities can access the curriculum.

With reference to 'physical environment,' we have put in place what we are able to within the resources available. The last audit in our school identified a range of issues with differing levels of importance. We have improved the environment in a way that promotes inclusion for all pupils and staff and will continue to do so, subject to resources being available.

On 'information,' we have tried to use a range of formats to meet differing needs. Visual signs are used in appropriate places for all pupils, and particularly for those who need visual cues to help them. We are aware of services to produce alternative formats if necessary.

We will use our information systems to monitor our progress as a school and the progress of disabled children within the school to ensure that we are helping **all** children achieve.

INVOLVEMENT

The Head Teacher's report to Governors regularly informs the LMB of provision for all pupils including those with disabilities and tracks their progress accordingly.



Disability Equality Scheme and Accessibility Plan

Pupil progress meetings and SEN monitoring closely track the progress and attainment of all pupils.

School undertakes access audits with individual parents and carers to meet their individual needs.

Medical staff meet with all staff to provide relevant training and school is regularly in contact with medical professionals.

Children with additional needs that are not on the SEN register are monitored closely by the SENCo and SLT.

Extracurricular opportunities are provided for all children and we ensure that they are all encouraged to take part. This can mean adapting clubs accordingly.

Parents and carers of pupils with disabilities proactively work in partnership with school staff to ensure the needs of the children are well met.

MANAGEMENT, COORDINATION AND IMPLEMENTATION

Our disabled pupils are all identified within our Special Educational Needs register and their educational provision is led by Mrs Annemarie Woods, SENCo. Pupils who are not on the SEN register but who have additional medical needs are identified and monitored separately.

Mrs Woods meets each term with individual class teachers to monitor the progress of these pupils, consider their needs and adapt the curriculum accordingly. Mrs J Wilson (governor) meets with the school SENCo to monitor and evaluate school practice.

All relevant school policies inform our action plan and are reviewed annually. Parents and carers are actively encouraged to share any immediate concerns / changes with school and a formal review of progress are shared each term.



Action Plan 2016 - 2019

Strand 1: Increasing the extent to which disabled pupils can participate in the school curriculum				
Focus for Improvement:	Specific Action:	Staff responsible:	Cost/Budget:	Success Criteria:
A planned approach to increasing access to different areas of the curriculum over the time of the plan.	<ul style="list-style-type: none"> • Ensure that all pupils have equality of access to the curriculum. • Seek expert advice to support all with disabilities. • Adapt the curriculum wherever necessary as part of pupils Provision Maps. 	Class teachers (CT) SENCo CT / SENCo		<ul style="list-style-type: none"> • All pupils have full access to the curriculum, enjoy learning and make appropriate progress. • Staff aware of access needs and making relevant adaptations.
To ensure quality first teaching meets the needs of all children.	<ul style="list-style-type: none"> • Focused teacher planning informed by assessment of individual pupil needs. • Effective differentiation • Intervention and consolidation provided promptly where necessary 	CT CT CT / TA		<ul style="list-style-type: none"> • Outstanding teaching differentiated accordingly across the school. • All pupils make appropriate progress. • Human resources targeted effectively
A phased review of policies to line up with the school improvement plan, building on existing work	<ul style="list-style-type: none"> • As Subject Leaders review policies to be mindful of DDA and access issues. 	Subject Leaders		<ul style="list-style-type: none"> • Staff have a clear understanding of needs of pupils with disabilities. • School policies match practice in school.
Strand 2: Improving the physical environment				
Focus for Improvement	Specific Action:	Staff responsible:	Cost/Budget:	Success Criteria:
Consider the whole school grounds and other provision used by the school	Access to the field. Educational visits adapted and risk assessments carried out before trips taking into account pupils with additional needs.	LMB and SLT		<ul style="list-style-type: none"> • All activities adapted to ensure that disabled pupils have equal access.



Action Plan 2016 - 2019

Consider ASD or dyslexia friendly classrooms	Visual timetables are displayed in class. Individual equipment and other specialist resources are available for pupils to use. Specific one to one interventions for dyslexic children eg; Toe by Toe	SLT, CT		<ul style="list-style-type: none"> Readily available resources to support pupil needs.
Strand 3: Accessibility of information for disabled pupils.				
Focus for Improvement	Specific Action:	Staff responsible:	Estimated Cost/Budget:	Success Criteria:
Typical info to consider <ul style="list-style-type: none"> homework time-tables worksheets teacher marking and feedback notices tests 	Use of laptop to record writing. Teaching assistant and teachers to support responses to written feedback. Access arrangements for statutory assessment for children with SEN/additional needs. Tests / worksheets photocopied onto coloured papers as required.	SLT, CT		<ul style="list-style-type: none"> ICT resource supporting disabled pupils as necessary. Disabled pupils progress tracked effectively. All pupils make at least expected progress. Support provided according to need.
Consider info for parents (not a plan requirement)	The school website and Twitter feed provides a visual record of the inclusion of all pupils in a variety of curricular and extracurricular activities. To ensure that we continue to have access to translation service should the need arise. This would be both oral and written communication.	SLT, IT Lead CT		<ul style="list-style-type: none"> Easily accessible information readily available for all parents. Achievements and participation of all pupils shared and celebrated.
Transition	Parents supported in accessing a range of possible schools to make an informed decision regarding Secondary transition.	SENCo		<ul style="list-style-type: none"> Support provided according to need