

St Pauls Catholic School

ACCESSIBILITY PLAN



St Pauls School is committed to providing as full a curriculum, to as wide a range of pupils, as possible. Our school aims include building a supportive, caring community within which all members recognise the dignity, rights, cultures and attitudes of others and work together in an atmosphere of mutual and self-respect and establishing a culture which encourages each one of us to realise our full potential, to make use of our special talents and to strive for the fulfilment that comes from achieving individual excellence.

If we are to be truly inclusive in our approach then we must ensure that our buildings, furniture, educational equipment and books, together with our approach to learning and teaching, gives the widest possible access to the greatest number of pupils.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

Purpose of the Plan

The purpose of the plan is to improve access to all aspects of education in the school, systematically and over a reasonable time period, and to remove existing barriers to student learning within the school community.

To this end the school will:-

- Value all students and staff equally
- Increase the participation of students in, and reduce their exclusion from the culture, curriculum and community activities of the school.
- Where necessary restructure the cultures, policies and practices in the school so that they respond to the diversity of students.
- Reduce barriers to learning and participation for all students, not only those with impairments or those who are categorised as having special educational needs.
- Learn from the attempts to overcome barriers to the access and participation of particular students to make changes for the benefits of students more widely.
- View the differences between students as resources to support learning, rather

than as a problem to overcome.

- Improve the school for staff as well as students.
- Emphasise the role of the school in building community and developing values, as well as raising achievement.
- Recognise that inclusion in education is one aspect of inclusion in society.

Access Plan Formulation

Included in the consultation were:-

- Governors
- Staff
- Parents/Community groups
- Pupils (School Council)
- Local Authority

Senior members of staff responsible:

Mrs. Maria Anderson (Head Teacher) and Mrs. S Mullett (SENCO)

Linked policy documents and information sections in School Prospectus (known as the School Handbook) and Staff Handbook:

Curriculum/Learning and Teaching

Assessment

Admissions

Equal Opportunity/Inclusion

Behaviour & Attendance

Special Educational Needs (SEN)

Citizenship.

PHYSICAL ACCESS

<u>STATEMENT</u>	<u>EVIDENCE</u>	<u>ACTION NEEDED</u>
<p>The size and layout of areas allows access for all pupils including:</p> <p>Academic Areas e.g. classrooms, assembly/collective worship hall, library...</p> <p>Sporting Areas e.g. gymnasium, outdoor sporting facilities...</p>	<p>Mainly a one-level site with the exception of:</p> <ul style="list-style-type: none"> • Five steps from Year 4/5 corridor to year 2/3 Foundation Area. • Fitted with Stair Lift Steps to Main Hall Steps Year 6 /PSA room. Steps Hall / canteen. 	<ul style="list-style-type: none"> • Access ramps If needed.
<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access, such as those caused by doorways, steps and stairs.</p>	<p>*Stair Lift in place for wheel chair users, from KS1 / KS 2</p>	
<p>Pathways of travel around the school site and parking arrangements are safe, logical and well signed.</p>	<ul style="list-style-type: none"> • Safe pathway around perimeter of car park is marked. • Signage clear. 	<p>* Two Disabled parking bays to be put in place when new car park is laid.</p> <p>* Increase lighting to car park.</p>
<p>Emergency and evacuation systems inform ALL pupils, including pupils with SEN and disability. Alarms have visual and auditory components.</p>	<ul style="list-style-type: none"> • Audible alarm system throughout the building. • Procedures for emergency exit displayed throughout the school. 	<p>Visual alarm would be needed for a pupil with a profound hearing impairment.</p>
<p>Decoration and signs should not be confusing or disorientating for pupils with visual impairment, autism or epilepsy.</p>	<p>Consideration given to decoration of classrooms.</p>	
<p>All areas to which pupils have access are well lit.</p>	<p>Fluorescent lighting. Tubes replaced when necessary.</p>	

Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noisy equipment etc.	Ceilings in Foundation & Key Stage 1 have been lowered. Carpets fitted in classrooms and corridors. Resource areas fitted with carpet.	Question have been raised regarding a number of classrooms and the ceiling height, may need adjusting for better acoustics. (Dining Hall)
Furniture and equipment is selected, adjusted and located appropriately e.g. height adjustable tables available, low level sinks.	Sinks fitted at appropriate heights.	Some furniture may need replacing.
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities.	All staff can access trainings and some of the trainings are held at the school. Appropriate Support Teams are working with the school	Newly appointed staff to access any necessary training.
Classrooms are optimally organised for disabled pupils.	Rooms are rearranged to take account of individual pupil needs.	Transfer of furniture as necessary. Items borrowed from support services as necessary.
Lessons provide opportunities for all pupils to achieve.	Differentiation of lessons.	
Lessons are responsive to pupil diversity.	Differentiation of lessons.	
Lessons involve work done by individuals, pairs, groups and the whole class.	Identified on planning sheets. Teaching Assistants in every class.	Logistics&Specific Resources
All pupils are encouraged to take part in music, drama and physical activities.	All pupils included in the planning of music, drama & P.E. lessons.	
All staff will recognise and allow for the mental effort expended by some disabled pupils e.g. hearing impaired pupils who lip read, dyslexic pupils who write slowly.	Raised awareness. All staff trained.?	Staff Training.. if needed & relevant
All staff will recognise, and allow for the additional time required by some physically challenged pupils to use equipment in practical work.	Raised awareness. All staff trained.	Newly appointed staff to access any necessary training.

Disabled pupils who cannot engage in some particular activities are given alternative experiences e.g. pupils who cannot participate in all forms of physical education.	Liaison with and visits by Physiotherapists and Occupational Therapists.	
Access to computer technology is appropriate for students with disabilities.	Advice sought from ICT Advisor for pupils with Special Educational Needs	Or specialist provision
School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment.	Visits will only take place if all children can take part. Differentiation may be necessary.	
All staff will have high expectations of all pupils.	Expectations to be raised. Head Teacher and Leadership Team leading on this.	
All staff will seek to remove all barriers to learning and participation.	Staff 'team around the child' to make provision for individuals & to ensure inclusion for all pupils.	
The school liaises with support services to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed	Support of Services is accessed as necessary. See the 'Specialist Services' section of the document. Alternative formats are made available upon request by parents/carers.	
The school ensures that both in lessons and at meetings for parents information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud overhead projections and describing diagrams.	Staff will respond to the needs and requests of pupils, parents, carers and colleagues.	
The school has, and uses facilities such as ICT to produce written formats. If this is not the case the school knows where to access a facility e.g. the Visually Impaired Service for assistance with Braille.	The school has, and uses facilities such as ICT to produce written formats. The school will access a facility if it is not available in school.	Contacts with LA & Specialists providers are sought
Staff familiar with technology and practices developed to assist people with disabilities.	Staff will access/seek support with technology and practices necessary to assist people with disabilities.	

SPECIALIST SUPPORT

Specialist support for pupils with special educational needs is available. The following support services are available:-

- Plymouth Excellence Cluster
- Communication Interaction Team
- Woodlands School for Physically Challenged Pupils
- Advisory Team for Sensory Support. Advisory Teachers for the Hearing Impaired and the Visually Impaired
- Pre-School Advisory Service Advisory Teachers for pupils with additional needs (ATAN)
- PICCS (Plymouth Inclusion Childcare Support Service)
- Inclusion Advisory Service (0-4)
- Physiotherapists and Occupational Therapists
- Children’s Speech and Language Service
- Child & Family Consultation Service
- Plymouth Advisory Learning Support. Outreach ICT support is available.
- School Nursing Service
- Ethnic Minority Achievement Service (EMAS)
- Translate Plymouth
- Jeremiah’s Journey
- All Children First
- Governor Training
- Plymouth Family Support Services

Ratification

Signed and dated by the Head Teacher and Chair of Governors.

Signed.....

Position..... Date.....

Signed.....

Position..... Date.....

This Policy will be reviewed Annually
Review Date; May 2015.