

St John Vianney Catholic Primary School



"Seeking Growth Together through Jesus"

Accessibility Plan

Individualised: April 2017

Approved by SJV Governors: May 2017

Reviewed by: Amanda Wooldridge

Date of next review: April 2019

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Accessibility Plan

Introduction:

The SEN and Disability Act 2001, extended the Disability Discrimination Act 1995, (DDA) and was further enhanced and modified by the Equality Act 2010 to cover education. These acts were introduced with the aim of ensuring that all disabled people have an opportunity to participate equally in society. Under the Equality Act, Disability is a specific, 'Protected Characteristic'.

Responsibilities for the school under these acts with respect to disability are largely as follows:

- *Not to treat disabled pupils less favourably for a reason related to their disability*
- *To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage*
- *To plan to increase access to education for disabled pupils*

As well as our pupils and staff we must make sure that other people who visit or use St. John Vianney can use our facilities with ease. We want to provide an accessible and comfortable place for everyone who uses it.

This Plan sets out the Schools proposals to increase access to education for disabled pupils in three areas and is valid for the period April 2012-April 2014:

- *To increase the extent to which disabled pupils can participate in the school curriculum*
- *To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services*
- *To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.*

Current Arrangements:

St. John Vianney Accessibility Policy

- St. John Vianney Accessibility Policy encourages people to discuss with us disability considerations with respect to their child or themselves, such that individual plans can be put in place. This will ensure that they can be given the most effective opportunity and access. However, it remains our policy to have due regard to accessibility for all with respect to any decisions made affecting accessibility and the policies therein.

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Physical Access to Buildings and Classrooms.

- The physical access to St. John Vianney has improved considerably over the past few years.
- The current premises design and layout has full regard for accessibility and includes ramped entrances/exits, wide wheel chair friendly classrooms, passages and doorways. The building also incorporates an accessible toilet.
- The playground is also fully accessible with no restrictions as these are level with the main school building.

Evacuation Procedures

- St. John Vianney school's fire and evacuation policy lays down basic procedures for the safe efficient evacuation of the school buildings. These procedures could be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and could be set out in the individual plan for the pupil.
- The current evacuation assembly point is the school's front playground.

Curriculum Access – Teaching and Learning

- At St. John Vianney our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.
- At St. John Vianney we will do everything in our power to support pupils with a range of disabilities including, sight and hearing, physical disability as well as learning difficulties of varying degrees. Decisions are to be taken on an individual basis with due regard for a child's needs.
- Our teachers understand that pupils have different ways of learning and adapt their lessons to the different groups within their class.

Informal curriculum

- Children at St. John Vianney have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability.

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- At St. John Vianney arrangements for play, recreation and other aspects of a child's social development are incorporated into the child's individual education plan. The suitability of any event and the need for additional support is discussed fully with the parents in advance.

Access to Written Information

We currently have a varied methodology for communicating with parents, carers and pupils, these include:

- *Repeating the information whilst speaking at parent attended assemblies and parents evenings*
- *Notes we send home with pupils about specific events and projects*
- *Newsletters each term*
- *Information from our Web site*
- *Phoning parents when we know that they cannot read the information we send home.*

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Action Plans:

| Item/Issue | Action to be taken | Date planned for completion |
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| To ensure that the outside play areas in years N/R/1 are accessible. | To involve staff from Woodlands to give advice | 2015 This was completed by Mrs Worden (Headteacher) |

Our Accessibility Plan 2017-2019

| Objective (What we want to achieve) | Strategies / Actions (What we need to do) | Staff / Personnel (Who is involved) | Time scale (When this will take place) | Success criteria (Knowing the objective has been achieved) |
|--|---|--|---|---|
| To ensure staff are aware of and use a wide range of teaching and learning styles. | Monitoring of planning and delivery of lessons by HT, SLT and Curriculum Teams. | HT SLT All teachers | Ongoing from Spring 2017 | Staff recognise the different learning styles of pupils in their classes and adapt plans and teaching accordingly. Pupils making progress against the expected standards for each year group. |
| To raise awareness of teachers and support staff | Staff training by SENCO | Staff using PIVATS as necessary for | Ongoing from | Staff understand |

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| on the use of PIVATS for children making limited progress | Staff use PIVATS as necessary for target setting and demonstrating progress where appropriate. | target setting and demonstrating progress where appropriate | Summer 2017 | the PIVATS and how it can be used to show progress and value added for some SEN children. |
| Objective (What we want to achieve) | Strategies / Actions (What we need to do) | Staff / Personnel (Who is involved) | Time scale (When this will take place) | Success criteria (Knowing the objective has been achieved) |
| To enable children to access the school easily. To continue to use pictorial prompts and signs to denote exits, toilets, etc. To improve signage around school to inform pupils, parents/carers and visitors. | Identify areas of need and allocate resources accordingly. Introduce new signs and visual 'prompts' as and when necessary. | HT SLT Teaching and support staff identify areas of need | Ongoing programme from spring 2016 | Pupils and adults are able to find their way around school easily. |
| To increase the use of ICT for more pupils who find writing physically difficult. | Identify pupils who find writing physically difficult through poor gross and fine motor skills. Provide lap tops/special keyboards/ word processors for pupils where necessary. | SENCO All teachers PD Advisory Teacher Support staff | Ongoing process. Specifically reviewed when IPPs/one page profiles are reviewed. | More pupils have access to ICT facilities to aid recording of work and show improvement when monitored through lesson observations and assessments |
| Objective | Strategies / Actions | Staff / Personnel | Time scale | Success |

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| (What we want to achieve) | (What we need to do) | (Who is involved) | (When this will take place) | criteria (Knowing the objective has been achieved) |
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| <p>To develop effective strategies when working with pupils who have social, emotional and mental health difficulties both in lessons and at play</p> | <p>Staff aware of discipline and behaviour policy and the protocol for issuing yellow slips In certain cases, staff supported by the Education Diversity Outreach Team through the recommendation of appropriate strategies to use. Additional staff on the yard supporting key groups of children. Supported reintegration back onto the yard for children who find unstructured times difficult.</p> | <p>SLT SENCO Phase Leaders Support Staff Lunchtime Supervisor and staff BAT Advisory Teacher</p> | <p>Ongoing process – continually updated and revised to accommodate the needs of the pupils.</p> | <p>Behavioural incidents reduced (evidenced through the monitoring of yellow slips in class behaviour books). Less time spent in class dealing with issues. Pupils know who to go to for proactive support when playing on the yard.</p> |
| <p>To ensure that medical protocols are in place, that appropriate staff are trained in first aid and are aware of legal issues regarding drugs in schools, in order to issue medication where necessary to identified pupils, e.g. those who have ongoing complaints such as asthma, diabetes, nut allergies etc.</p> | <p>Liaise with School Nursing Team to ensure protocols are correctly and appropriately written. As many support and lunchtime staff as possible are first aid trained. Staff specially trained in administration of medication where appropriate e.g. epipens. Staff INSET on dealing with</p> | <p>HT SENCO School Nursing Team Chef for any food allergies</p> | <p>Ongoing programme to ensure protocols are regularly updated and produced for new admissions.</p> | <p>Staff are confident in dealing with pupils with medical needs including recording accidents and administering first aid. Staff are aware of</p> |

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| <p>Strand 1</p> | <p>medicines in school.</p> | | | <p>children who have medical protocols on a need to know basis.</p> <p>Whole school policy is produced, agreed by staff and approved by Governors.</p> |
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| <p>Objective (What we want to achieve)</p> | <p>Strategies / Actions (What we need to do)</p> | <p>Staff / Personnel (Who is involved)</p> | <p>Time scale (When this will take place)</p> | <p>Success criteria (Knowing the objective has been achieved)</p> |
| <p>To reduce barriers to learning caused by pastoral/social issues</p> | <p>Continue to develop the role of TAs and SSAs. Support from the SENCo</p> <p>Support from other agencies e.g. CAHMS, Education Diversity Outreach Team, Educational Psychologist, PWO</p> <p>SENCo to continue to contact vulnerable parents on a weekly basis to ascertain any changes in circumstances which may impact on a child's ability to thrive.</p> | <p>HT SLT SENCO Learning Mentors</p> <p>Support Staff</p> | <p>Ongoing process that is continuously updated and revised to accommodate the needs of the pupils.</p> | <p>Pupils are able to access the curriculum without disruption.</p> <p>Pupils know that they can discuss 'feelings' with staff and have the opportunity to discuss anything which may be troubling them.</p> |

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| | | | | <p>Families are supported and given the opportunity to ask for extra help where necessary</p> <p>Support put in place for children in school to help overcome any social/pastoral difficulties they may be facing</p> |
| To keep parents and carers fully informed of current issues. | <p>Identify parents and carers who might need differentiated access to information.</p> <p>Further develop use of the school's website for parents and carers. Continue to text parents with reminders about key events</p> <p>Parents Forum to meet monthly</p> | <p>HT All staff Office Team ICT Technician</p> | Ongoing process from Spring 2017 | <p>If needed the school can provide written information in alternative formats.</p> <p>All parents and carers are kept informed and up to date whatever their needs.</p> |
| To eliminate unlawful | Ensure practices and | Business Manager | Ongoing | Recruitment |

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| discrimination | procedures do not discriminate. Ensure unlawful discrimination is eliminated in employment. | Staff involved in recruitment | process | nd selection process promotes best practice. Checklist to obtain any reasonable adjustments required to attend interview process. |
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