

Accessibility Plan 2021-2024

**St. Cuthbert's R.C. Primary School
EDUCATE; CREATE; WITNESS:
CHRIST AT THE CENTRE**



St. Cuthbert's R.C. Primary Accessibility Plan – Sept 2021 to Sept 2024

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St. Cuthbert’s R.C. Primary School the Plan will be monitored by the Head Teacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document .

At St. Cuthbert’s R.C. Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The St. Cuthbert’s R.C. Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) St. Cuthbert’s R.C.. Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The St. Cuthbert's R.C. Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The St. Cuthbert's R.C. Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Diocese and Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Continue to raise standards.
- To continue to promote access, opportunity and inclusion using best practice standards.
- To continue to promote partnership working with parents/carers, schools and other agencies to support greater accessibility.
- To provide clear information on facilities available within the school and local community for parents of children with SEN and disabilities so that they can plan their child's educational career in the same way that parents of children without SEN and disabilities are able to do.
- To ensure accessibility for employees, visitors and all pupils.
- To promote the requirements of the Disability Equality Duty.

As a school we will be addressing the following outcomes:

- Accessibility planning will continue to be focussed and structured.
- Level of staff expertise will continue to rise.
- Monitoring and evaluating the quality of information and materials for pupils, parents, staff and visitors.
- Continued improvement of the quality of the school environment.
- Continuing to widen curriculum access.
- Increasing the number of pupils attending mainstream provision.
- Continuing to raise levels of attainment and progress.
- Ensuring accessibility for all users of school facilities.
- Increasing the awareness, knowledge and understanding of staff in relation to the growing number of different medical conditions and syndromes that are being identified.
- Ensuring curriculum and provision is appropriate by using personalised teaching strategies based on termly assessments including PIVATS assessment.
- Using Personalised Provision Mapping and tracking to ensure all needs are met.

Monitoring and Evaluation

The accessibility plan will be evaluated annually and monitored through scrutiny of the following:

- Individual Education Plans of those children on the Code of Practice, including those with statements.
- School monitoring and evaluation procedures established in respect of capital management and curriculum provision.
- Discussions with LA officers.
- Training audit in conjunction with SEN services.
- LA scrutiny of School Accessibility Plans.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of audits of current provision and corresponding action plans which highlight how the school intends to address the priorities identified.

4. Access Audit

The school is a single storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor which wide door access to all rooms. The hall is on the ground floor and is accessible to all. There is a lift which can accommodate a large wheelchair which is maintained on a regular basis through a service agreement with Stannah. School staff are trained in the operation of the lift when relevant. Training is reviewed annually.

On-site car parking for staff and visitor includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. There are disabled toilet facilities available on the Foundation Stage/KS1 corridor, this is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

Audit of Current Curriculum Access Provision

Curriculum access for Physical Difficulties – inc. Staff Training

- Appropriately differentiated curriculum.
- Supportive ethos and value system within the school.

- Key staff trained in Team Teach positive handling approach.
- ICT equipment adapted for children with reduced motor skills.
- Additional ICT equipment for personal use in the classroom.
- Extra support, often on a 1 to 1 basis provided when necessary.
- Appropriate equipment to ensure full curriculum access.
- Pupils supported in PE to ensure access to that curriculum area.
- Regular contact/ liaison with school nurse and all other relevant agencies.
- All staff provided with a full medical register of concerns.
- Medical data sheets annually updated by parents.
- Pupil care plans written and regularly reviewed, supported by appropriate agency.
- School cook fully aware of all necessary information relating to pupils with food allergies etc.
- Time is made available for the teacher to talk to specialist support staff as required
- Link Governor aware of all concerns relating to Physical Difficulties in school.
- All staff have received training in the use of the Epi Pen as well as annual asthma training and epilepsy awareness training.
- First Aid at work Training completed by all teachers and teaching assistants.
- Paediatric First Aid Training completed by all EYFS staff
- 4 members of staff completed Managing Medication in School Certificate
- Training appropriate, for the needs of the children currently in school, up to date.

Curriculum access for pupils on the Autistic Spectrum – inc. Staff Training

- Differentiated curriculum in place particularly in relation to social skills, social behaviour and social use of language linked to appropriate national curriculum and literacy/numeracy
- Identification systems in place for referral to support services
- School policies address issues for inclusion
- There is access to small group facilities if required and quiet/withdrawal areas
- The publication “autistic spectrum disorders – good practice guidance” is available in school and accessible to all staff
- There is a visually orientated teaching curriculum supported by access to ICT support where appropriate.
- All staff follow appropriately planned management strategies for the individual pupil in the setting
- Time is made available for the teacher to talk to specialist support staff as required

- Playtime and recreational time is seen as a learning opportunity and is part of the structured programme
- All staff have a commitment to flexible, adaptive teaching for all pupils as part of the day to day management of the curriculum and school management ensure that this is particularly so in relation to pupils with ASD
- School is willing to provide opportunities for staff from other schools to observe good practice in the school and for the staff to observe good practice elsewhere.
- All school staff are aware of and support a range of ASD pupils
- Very close links with the Autism Outreach Team and advice sought on a regular basis.
- Several teaching and non-teaching staff have now attended training provided by the local authority on ASD awareness.
- Trained members of staff disseminate information to all staff in the school.
- Close links with AOT who have delivered training linked to pupils' IEP's.

Curriculum access for pupils with Communication and Language Difficulties –
Inc. Staff Training

- Very close liaison with our speech therapists from the SALT department.
- All advice given is followed and reviewed.
- Differentiated curriculum using a range of strategies.
- Systems in place for referral to SALT and Language and Learning Support Services.
- School policies address issues of inclusion.
- Access to individual, small group withdrawal and teaching areas as appropriate
- Access to appropriate ICT aids
- Visually orientated teaching curriculum available to support individual pupil needs
- Staff released to liaise with specialist support staff as necessary
- Play and recreation times recognised as learning opportunities
- Safe play and withdrawal areas available
- All staff are committed to adaptive and flexible teaching for pupils with communication difficulties
- Access to a range of strategies.
- Several members of staff have attended training provided by the Speech and Language Therapy Dept. and the L.A. covering many areas linked to CLLD

- Early years staff have attended a number of specialist courses e.g. 'Creating Appropriate environments for quality talk for young children' 'Speech, Language & Communication Skills' and 'Understanding, Supporting & assessing characteristics of effective learning.'
- EYFS has been awarded the ICAN national accreditation
- Curriculum access for pupils with Sensory Difficulties – inc. Staff Training
- Appropriate differentiation in place as and when needed.
- Classroom management allows for appropriate seating positions
- Access to individual/group withdrawal when necessary.
- Liaison with Visual Impaired and Hearing Impaired Services.
- Non-contact time available for teacher to talk to specialist staff when necessary.
- Advice followed and reviewed.

Curriculum access for pupils with Learning Difficulties – inc. Staff Training

- Systems in place to identify pupils experiencing learning difficulties.
- Supporting IEP's for all registered pupils provided by Senco.
- Full diagnostic system in place supporting target setting.
- Personalised teaching plans, based on the child's individual assessments, in place.
- Personalised teaching strategies in place.
- Ranges of teaching styles are used to accommodate learning styles.
- Range of materials available to support the curriculum and learning.
- Access to individual or small group work for part of the day.
- All teaching staff supported by Teaching Assistants.
- Appropriate differentiation monitored by Senco.
- Tracking the progress of Sen pupils in place.
- Homework links with parents in place.
- Time is made available for the teacher to talk to specialist support staff as required.
- Teaching assistants received training SPAG & Reciprocal reading
- Staff have received in-school training relating to tracking progress of SEN

- All staff take part in ongoing training from Senco on all matters relating to Sen.e.g. Understanding EHCPs, planning for the SEN child, Differentiation, Understanding and teaching the SEN child, how the SEN child learns.

Curriculum access for pupils with Emotional and Behavioural Difficulties –
inc Staff Training

- Systems in place to identify pupils with behavioural and emotional problems at an early stage
- Levels of identification – supported by the Behaviour Intervention team [BIT] and Child and Adolescent Mental Health Service [CAMHS] understood and put in place.
- Positive parental support given and received.
- Attendance at Positive Behaviour Management courses for all members of staff encouraged.
- Attendance at Positive Behaviour Management courses for parents encouraged.
- Time is made available for the teacher to talk to specialist support staff as required.
- Range of behaviour management strategies in place with reward system in place to build self-esteem etc
- Nurturing programme in place
- Individual Behaviour Plans used to ensure appropriate provision.
- Regular contact with supporting agencies e.g. BIT, CAMHS, EBD Teams, Paediatricians
- Access to on site counselling for pupils.
- All staff received , via Senco, awareness training on the Nurturing Approach to Emotional and Behavioural Management.
- Qualified School Counsellor keeps up to date with her training and changing trends.

Audit of Current Physical Access Provision

Physical access for pupils with Physical Difficulties

- Wheelchair access to the main entrance and the pupil entrance of the school.
- Access to all essential areas.
- Disabled toilet facilities with changing facilities.
- Disabled toilet facilities for adults
- Large gymnasium – also for use of visiting physiotherapists and physiotherapy sessions
- Flexible arrangements of furniture to allow wheelchair access
- Handrails and/or banisters to all internal stairs
- Chair lift in place to support movement from lower level to upper level of school.

Physical Access for pupils on the Autistic Spectrum

- Quiet area in place for children to receive teaching on an individual or small group basis.
- Secure playground.
- Visual timetables for all children to view.
- Darkened windows and window blinds in all classrooms.
- Suitable backgrounds are used on the interactive white boards.

Physical Access for pupils with Communication and Language Difficulties.

- Current provision will allow access for this group of pupils
- Provision for children with language and communication difficulties is an integral part of the school
- There is a whole school ethos that fully support and is committed to meeting the needs of pupils with language and communication difficulties
- Appropriate apparatus available to support this group of children e.g. ICT progs

- Visual support provided e.g. signs, symbols, posters around classroom and school

Physical access for pupils with Sensory Difficulties

- Quiet area available for assessment and staff discussion
- Colour of furniture provides contrast with floor covering
- Encourage use of physical electronic aids
- Classroom management allows for appropriate seating position.

Physical access for pupils with Learning Difficulties

- Facilities available for access to individualised or small group teaching
- Small quiet area available for withdrawal for teaching on an individual or small group basis

Physical access for pupils with Emotional and Behavioural Difficulties

- Quiet area for withdrawal and management of vulnerable pupils
- Nurture Unit available to support pupils who are experiencing emotional/ behavioural difficulties led by trained staff
- Whole staff awareness
- Quiet room for timetabled withdrawal
- Time provided for staff to talk to specialist staff where necessary

Audit of Current Delivery of Written Information Provision

Written information for pupils with Physical Difficulties

- Written information at eye level for all pupils with physical difficulties.
- Appropriate differentiation of all written work.

Written information for pupils on the Autistic Spectrum

- Appropriate differentiation of all written work.

- Use of visual timetables
- Use of social stories
- Access to a designated adult
- Use of structured home-school contact book
- Regular parent/school consultation (minimum of once a term but usually more often)
- Circulation of all information / leaflets from AOT to parents

Written Information for pupils with Language and Communication Difficulties

- Appropriate differentiation of all written work.
- A visual approach to learning includes flash cards, photographs, signs and symbols
- Home/school diary available
- Reader available at all times to read written work produced by pupil

Written Information for pupils with Sensory Difficulties

- Appropriate differentiation of all written work.
- Provided in pictorial, symbol and basic signing when necessary/ where appropriate

Written Information for pupils with Learning Difficulties

- Appropriate differentiated work/ work sheets, coloured overlays, appropriate ICT etc. available
- School consults with parents as to child's preferred means of communication

2021-2024 Accessibility Action Plan

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

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake for Sept 21	To identify pupils who may need additional to or different from provision for Sept 21 intake	Sept 21	Mrs Ward Mrs McAneny	Procedures/equipment/ ideas set in place by Sept 2021.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2021/22	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing throughout 2021/22.	HT All Teachers	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy, heart conditions or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 2021/22.	HT Class Teachers TAs Outside agencies	Clear collaborative working approach
To ensure full access to	Outside Play visits;	Ongoing	Teachers	Advice taken and

the curriculum for all children	<p>Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 		<p>SENCO Special school Ed Psych AOT</p>	<p>strategies evident in classroom practice. ASD children supported and accessing curriculum</p>
To finely review attainment of all SEN pupils.	<p>SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents</p>	Half Termly	<p>Class Teacher SENCO</p>	<p>Progress made towards Support Plan targets Provision mapping shows clear steps and progress made</p>
To monitor attainment of Higher Attaining Pupils	<p>Policy and Higher Attainers list to be updated Higher Attainers booster groups/activities</p>	Ongoing Annually	<p>Higher Attainer co-ordinator Class teachers</p>	<p>Higher attainers children making accelerated progress. Achieving above average</p>

	Monitor list			results
To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wheelchair access <input type="checkbox"/> Screen magnifier software for the visually impaired <input type="checkbox"/> Features such as sticky keys and filter keys to aid disabled users in using a keyboard <input type="checkbox"/> Elklan training for relevant staff <input type="checkbox"/> Giving alternatives to enable disabled pupils to participate successfully in lessons <input type="checkbox"/> Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole School Approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Core curriculum co-ordinators Governors	All children making at least good progress
To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

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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.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account the needs of pupils, staff 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, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching & Non Teaching staff	Lively and inviting environment maintained.
Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of IEP process <input type="checkbox"/> Undertake confidential survey of staff and	With immediate effect, to be constantly reviewed	Teaching & Non Teaching staff	Enabling needs to be met where possible.

	governors to ascertain access needs and make sure they are met in the school and meetings etc. <input type="checkbox"/> Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events			
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher SBM Occupational health	
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children <input type="checkbox"/> Arrange interpreters from the RNID to communicate with deaf parents <input type="checkbox"/> offer a telephone call to explain letters home for some parents who need this <input type="checkbox"/> adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

To improve community links	School to continue to have strong links with schools in Deanery Partnership and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of the Deanery Partnership and the world and their needs Improved community cohesion
Continue to develop playgrounds and facilities.	Look for funding opportunities	ongoing	Whole school approach	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 5 children	Ongoing	PSHE Co-ordinator SLT	No accidents
To gain Anti Bullying Gold Charter Mark	Working with L.A. advisor Dorothy Maddison	Ongoing	Mrs Watkinson	Achievement of Award

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

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum.
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> ☑ Raising awareness of font size and page layouts will support pupils with visual impairments. ☑ Auditing the school library to 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. 	Ongoing	All staff to be aware	Improving Access for all children
To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> ☑ Records passed up to each class teacher. ☑ End of year class teacher meetings ☑ Annual reviews ☑ IEP meetings ☑ Medical forms updated annually for all children ☑ Personal care plans in place and reviewed yearly 	Ongoing	Class teachers SNAs Outside agencies SLT Office staff	

	☒ Significant allergies– children’s photos displayed in kitchen area			
In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school.