

HOLY ROSARY CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN

2015-2018

Section 1: Vision Statement

The Equality Act 2010 requires public bodies such as schools to have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

This is called the public sector Equality Duty and its purpose is to promote equality for all.

This Accessibility Plan forms part of the Equality Duty and sets out how the governing body will improve equality of opportunity for disabled people.

According to The Equality Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The definition of disability covers physical disabilities, sensory impairments and learning disabilities.

The Accessibility Plan has been drawn up in compliance with current legislation and requirements relating to Disability as specified in the Equality Act 2010.

In setting school objectives and actions in Section 2 and in completing an access audit in Section 3 of the plan; disabled people, including pupils, parents and governors will be involved. Section 2 and 3 of the plan will be informed by analysis of pupil & staff data and additional information gathered.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a three year period.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Holy Rosary Catholic Primary School, we strive to create a nurturing learning environment offering the correct support for all children and families where faith and individual potential can develop and grow.

All children at Holy Rosary have access to a broad and balanced curriculum where teachers have high expectations for all pupils. Staff at our school recognise the need for good quality inclusive teaching. We aim to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND) by recognising and responding to individual learning styles and needs. It is our duty to provide equal opportunities for every child in our care and a safe learning environment which caters to the needs of every child as an individual. Teachers are responsible for ensuring that every pupil accesses this entitlement. As a school, we aim to work alongside parents and make SEND provision for those who need it to enable children to fully participate in school life and reach their full potential.

Therefore, The Accessibility Plan should be considered alongside the SEND Policy and Single Equality Policy.

The Accessibility Plan is aimed at:

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

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LEA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process and ensures additional resources, specialist aids and equipment are available where appropriate in assisting pupils' access to the curriculum.

There is a HLTA with pastoral care responsibility and she provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Sefton Inclusion Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Outreach Support In Mainstream Education

Increased access to the curriculum for pupils with a disability, involves expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improving access to the physical environment of the school

This covers reasonable adjustments to the physical environment of the school such as external areas, buildings and fixtures and fittings and physical aids to access education. The aim is to continue to enhance the environment, adding specialist facilities as necessary to meet the needs of all pupils and to ensure that they have access to all aspects of education offered by Holy Rosary.

Improving the delivery of information to disabled persons

This covers reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks, school website and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The Accessibility Plan will be published on the school website and also be available from the school office. The School Prospectus will make reference to this Accessibility Plan. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

The Plan will be monitored through the Curriculum and the Premises Committees of the Governors. The Plan will be monitored by Ofsted as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The School's complaints procedure covers the Accessibility Plan.

October 2015

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>established practice and practice under development</i>	Objectives <i>short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Holy Rosary has achieved Dyslexia Friendly School standards and takes into account different learning styles when delivering the curriculum.	To develop personalised learning for pupils with dyslexia.	Implement IDL multi-sensory specialist dyslexia intervention programme. Evaluate the impact of the intervention.	SENCo SENCo	Autumn term 2015 Spring term 2016

	<p>Quality First Teaching approaches at Holy Rosary in EY, KS1 and KS2 developed by staff.</p>	<p>To continue implementing dyslexia friendly classroom strategies and QFT approaches.</p>	<p>Staff Training from SENCo and Inclusion Service on QFT.</p>	<p>HT</p> <p>SENCo</p>	<p>Autumn 2015</p> <p>Ongoing</p>
	<p>Staff training from Inclusion Service on effective feedback, metacognitive processes in learning and peer tutoring.</p>	<p>To further raise staff awareness of effective feedback strategies, meta-cognitive processes in successful learning and peer tutoring as effective evidence based interventions.</p>	<p>Further staff training on metacognition and peer tutoring.</p>	<p>SENCo</p> <p>AHT</p>	<p>Spring term 2016</p>
	<p>School marking policy</p>	<p>Teachers to have termly pupil Conferences for feedback and next</p>	<p>TA training on how to help pupils develop independent learning skills and manage their own learning.</p> <p>To incorporate effective feedback strategies and metacognition in</p>	<p>SENCo</p> <p>Teachers</p>	<p>Summer term 2016</p> <p>Autumn term 2015</p> <p>Ongoing</p>

		steps in learning.	pupil conferences.	SLT	Summer term 2016
		Implement metacognition and peer tutoring strategies in school.	Start paired reading intervention in school.	SENCo	Autumn term 2017
			Introduce Thinking Hats in school to encourage metacognition.	AHT	Autumn term 2015
					Ongoing
	Staff audit of training.	Use audits to help inform training requirements of teachers and TAs.	Arrange staff training as required.	SENCo	Spring term 2016
		To audit pupil needs and review extra-curricular provision.	Pupil Questionnaire to inform how school is meeting those needs.	SENCo	Spring term 2016

	<p>Making effective use of TAs research and training (Education Endowment Foundation)</p>	<p>To make use of research in planning the provision for children with SEND.</p>	<p>Put in place recommendations on the use of TAs in everyday classroom contexts.</p> <p>School to provide time for teachers and TAs to meet so TAs are fully prepared for their role in the classroom.</p> <p>TAs delivering high quality, structured, evidence based interventions.</p> <p>TA training on delivering interventions.</p> <p>Impact of interventions monitored.</p>	<p>SENCo</p> <p>HT</p> <p>SLT</p> <p>SENCo</p> <p>Teachers</p>	<p>Autumn term 2015</p> <p>Ongoing</p> <p>Termly</p>
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	Continued training on ASD with relevant staff from Inclusion Service and Outreach Support Service in Mainstream Education.	To provide suitable provision for children with ASD.	Incorporate training and recommendations into pupil support plans, reviewed termly.		Autumn 2015 Ongoing
Improve and maintain access to the physical environment	Facilities we have at present are: 1 toilet adapted for disabled users · A series of ramps situated	To complete Access Audit in Section 3 of the plan in school.	Develop a timed action plan over next 3 years to increase physical accessibility of school.	SENCo HT Site Manager	Autumn 2015 Ongoing

	<p>to ensure access to the building.</p> <p>Wheelchair friendly reception area.</p> <p>Wide doors in some parts of the building ·</p> <p>The school is on one level.</p> <p>Steps outside are marked in contrasting colours to aid visually impaired members of the community.</p> <p>Group room and Meeting room where 1:1 / group work or parental meetings can take place and which the support services can use.</p> <p>Secure external activity areas.</p> <p>One disabled parking bay for disabled members of staff or school visitors.</p> <p>Hand rails around school site, including main entrance.</p> <p>Controllable natural lighting with blinds in classroom.</p>	<p>To discuss individual access requirements</p> <p>Gain pupil and parent views on physical accessibility.</p> <p>To improve parking for disabled parents / parents of disabled pupils.</p>	<p>Liaise with with the LA regarding adaptations to be made to meet individual access requirements.</p> <p>Parent and pupil questionnaires to help inform action plan.</p> <p>Designated disabled parking for parents.</p>	<p>Inclusion Service</p> <p>Parents</p> <p>SENCo</p> <p>HT</p>	<p>Autumn 2017</p>
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	<p>Fluorescent tube lighting in reflective panels consistent throughout school.</p> <p>Quiet areas in school where children who suffer from over stimulation can receive supervision appropriate to their needs.</p> <p>Use of physical aids, e.g. sloping boards, coloured overlays, specially shaped pencil and grips.</p>	<p>To provide suitable provision for children in the Early Years with sensory needs.</p> <p>To ensure needs of all learners are met and increased access to the curriculum.</p>	<p>To develop sensory areas in Early Years for children with sensory needs.</p> <p>Follow advice and recommendations from specialist services and incorporate the use of physical aids into SEN Support Plans.</p>	<p>SENCo</p> <p>HT</p> <p>AH</p> <p>EY Teachers</p> <p>SENCo</p> <p>Teachers</p>	<p>Autumn 2018</p> <p>Autumn 2015</p> <p>Ongoing</p>
<p>Improve the delivery of written information to disabled persons</p>	<p>Use of Clicker 6 and other alternative methods of recording to benefit pupils with recording difficulties.</p> <p>School newsletters and other information for parents available in different formats when specifically requested.</p>	<p>Review documentation with a view of ensuring accessibility for pupils.</p> <p>For school to be aware of the services available for converting written information into</p>	<p>To use QFT and Dyslexia Friendly Schools strategies in the delivery of written information.</p> <p>Arrange training as required. Gain advice on alternative formats and use of IT software to produce</p>	<p>SENCo</p> <p>Teachers</p> <p>Office Manager</p> <p>Office Staff</p> <p>Website Manager</p>	<p>Autumn term 2015</p> <p>Ongoing</p>

		<p>alternative formats.</p> <p>Information for parents to be made available in different formats as requested.</p> <p>Gain pupil and parent views on the delivery of written information.</p>	<p>customised materials.</p> <p>Remind parents in school newsletters of different formats.</p> <p>School website to have accessibility options.</p> <p>Promote offer on admissions form and at the start of each new academic year.</p> <p>All letters home are in plain English.</p> <p>Parent and pupil questionnaires to inform how school is meeting the needs of delivering written information.</p>		
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