



St Thomas of Canterbury RC Primary School Accessibility Plan 2016 - 2019



Vision and Values

Our Mission Statement sets out the vision and values of our school. At St Thomas of Canterbury School, we believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is 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 Accessibility Plan at St Thomas of Canterbury School is reviewed every three years and approved by the Governing Body. It will be monitored by the Buildings Health & Safety Committee and Teaching & Learning Committee.

Our planning addresses the following areas and includes making every aspect of school life accessible as far as reasonable whilst giving due regard the Equality Act 2010. At St Thomas of Canterbury 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.

In determining what is reasonable, school will have regard to:

- Health and safety requirements
- The practicality of making reasonable adjustments
- The interests of other pupils
- The costs of any alteration to the premises, staffing arrangements, or special equipment required
- The extent to which aids and services will be provided outside the school's resources

Physical Facilities – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors

School Curriculum – provision for teaching and learning, the wider curriculum, extra-curricular activities and visits.

Support Services – access to services within and external to the school to support families where a disability is identified

Awareness – building awareness through training and heightening children's awareness of issues related to disability

Communication of Information –communication of information within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

This Accessibility Plan should be read in conjunction with all our policies and documents including:

- Asset Management Plan, Critical Incident File and Disaster Plan
- Health & Safety Policy Guideline & Procedures
- Equal Opportunities Policy and Equality Plan
- Staff Continuing Development Policy
- The School Handbook
- The School Improvement Plan
- Special Educational Needs Policy and Behaviour Management Policy



PHYSICAL FACILITIES

Process for identifying barriers

The Buildings, Health & Safety Committee action plan following:

- site inspections internal/external providers
- feedback from users of the school
- outcomes of SEN/D, Health Care Plan and Risk Assessment Reviews
- outcomes of Health & Safety Walkabouts

Summary of progress to date in last three years

- ❖ Expansion project compliance with legislation throughout the existing building and in the new sports hall
- ❖ Visual alerts for fire alarm in place in all children’s toilets
- ❖ The development of PEEPs
- ❖ Replacement of furniture e.g. adjustable tables in POD
- ❖ Replacement window blinds
- ❖ Carpeting
- ❖ Replacement Soundfield System
- ❖ Resurface of church car park – inclusive of marked disabled bays

Objectives for improvement 2016-2019

- ❖ The School Asset Development Plan to identify aspects to increase access to school and reduce barriers to access
- ❖ To create access plans for individual disabled children as part of the IEP /PEEP and risk assessment process.
- ❖ Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of the school.
- ❖ Plans for additions to buildings ie outdoor classroom has barrier free access and supports the health/well being of all pupils
- ❖ The school website gives up to date information around access to the school site and buildings

Monitoring of Plan

- ❖ This plan to be monitored by the Buildings, Health and Safety Committee of the Governing Body.

THE SCHOOL CURRICULUM

Process for identifying barriers

- ❖ The work of our whole school curriculum lead in collaboration with subject leads
- ❖ Monitoring of class teaching, learning support and impact on progress
- ❖ IEP, IBP and PEP reviews
- ❖ Feedback and input from parents and external agencies through review/ forums
- ❖ Governor visits and meeting with SENCo and subject leads
- ❖ Whole School Reviews by external expertise ie SIP
- ❖ Subject Leader’s Annual Report

Summary of progress to date in last three years

- ❖ A range of curriculum support equipment purchased to support access, e.g. adjustable sloping tables, pencil grips, spellcheckers, laptops, coloured overlays
- ❖ Staff training for either individual or groups of staff eg Makaton for communication with named pupil
- ❖ New School/Parish Minibus with disabled access
- ❖ Use of visual timetables/ PECs / coloured overlays
- ❖ Advice for teachers on use of colour backgrounds on interactive whiteboards e.g. dyslexia friendly

Objectives for improvement 2016-2019

- ❖ Review of provision of ICT laptop /tablet/voice recorders or similar to support pupils with needs such as dyslexia and motor disabilities to enable alternative recording
- ❖ Dyslexia Friendly School Status
- ❖ Extra-curricular clubs aimed at increasing the participation of identified pupils, e.g. Let’s Get Cooking/ Sunflower Club
- ❖ Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible

Monitoring of the Plan

This plan will be monitored by the Teaching & Learning Committee, SLT, Whole School Curriculum Leader and SENCo



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SUPPORT SERVICES

Process for identifying barriers

- ❖ Outcomes of IEP or PEP reviews
- ❖ Advice from external agencies
- ❖ Requests and identified needs of pupils and parents through discussion, observation, feedback.
- ❖ Keeping up to date with providers for support, e.g. Local support groups or services
- ❖ Governor Visits/ Meeting with SENCo
- ❖ Cluster Groups – BOSCEP/ LA Cluster 10

Summary of progress to date in last three years

- ❖ Making full use of multi-agency meetings
- ❖ Early Help being applied and school acting as exemplar of good practice
- ❖ Signposting of parents to support groups or services as applicable, e.g. ASD, Dyslexia.
- ❖ Key members of staff identified as link person for 'hard to reach' parents or families responding to their needs and vulnerabilities
- ❖ Staff training accessed from support services to support pupil access and needs, e.g. speech and language therapy, occupational health.
- ❖ School Nurse drop in sessions initiated to allow families to access more informally.
- ❖ Access to educational psychologist
- ❖ Early Intervention Team – INAs/ Persistent Absentees.

Objectives for improvement 2016-2019

- ❖ Develop a framework for well-being across the school – Growth Mindset Approach
- ❖ Once established, communicate this to parents and involve parents
- ❖ Develop new links with emerging agencies as the LA network narrows due to reducing financial resources.

Monitoring of the Plan

- ❖ This plan will be monitored by the Teaching & Learning Committee, SLT, Whole School Well Being Leader and SENCo

AWARENESS

Process for identifying barriers

- ❖ Observations of learning, pupil comments
- ❖ Feedback from pupils, parents, staff and visitors
- ❖ Curriculum and provision review
- ❖ Feedback from external agencies
- ❖ Governor visits/ Presentations

Summary of progress to date in last three years

- ❖ Greatly increased pupil awareness – curriculum and collective worship - paralympics
- ❖ Range of pupils with disability and SEN in school has widened pupils' experience
- ❖ Identified staff attended training on Equality Act improving governor and staff awareness
- ❖ Staff training on aspects of ASD/ ADHD – Ladywood Outreach/ School Nurse

Objectives for improvement 2016-2019

- ❖ Address different aspects of disability through assembly themes and stories
- ❖ Use school website to promote awareness of support networks for families
- ❖ Continue to challenge stereotyping through curriculum opportunities
- ❖ SMSA Training for managing behaviour at dinnertime
- ❖ Investigate – Team Teach

Monitoring of the Plan

This plan will be monitored by the Teaching & Learning Committee of the Governing Body, the school leadership team and the Healthy Schools Lead

