



St Pius X RCVA Primary School

Accessibility Policy and Plan

2018-2021

At St Pius X RCVA Primary School we promote an environment of care and trust where we have high expectations of all staff and pupils. We are committed to improving children's confidence and self esteem and we want them to feel safe in school. We have a good reputation for inclusion and pupils with an additional need are most welcome to attend our school.

The accessibility plan is drawn up in compliance with current legislation and takes into account the requirements of the Equality Act 2010. According to this act a pupil has a disability if

- a) he or she has a mental impairment
- b) an impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

Objectives

St Pius School is committed to providing an establishment that enables full curriculum access and includes pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We will take positive action to develop a climate of inclusion, acceptance, support and awareness within our school. The school values the input of parents in assessing a child's level of need and the effect of their disability in carrying out day to day activities. We respect a parent and child's right to confidentiality.

The Accessibility Plan

The plan includes relevant actions to

- Increase access to the curriculum for pupils with a disability to ensure that pupils with a disability are equally prepared for the future as their able bodies peers. This covers curriculum and extra curricular opportunities.

- Improve and maintain access to the physical environment of the school, adding specialist facilities as required (Examples in the last 3 years include addition of a changing table and wash area for named pupils)
- Improve the delivery of written information to pupils, staff, parents and visitors with a disability. Adaptation of this will be addressed as needed i.e. different formats as required.

The Action Plan relates to access audits and health and safety audits carried out by the Governors, Headteacher and DCC. Those areas highlighted are addressed as required and where it is feasible. For example, LCVAP / DFC funding and support from the Diocese is requested where a pupil, with a disability, joins the school and work needs to be undertaken. The school works closely with the LEA disabilities team to ensure practical steps are taken to support transition of a pupil with additional needs.

Contextual information.

St Pius School has a disabled toilet. We have a ramped entrance to the lower section of the school. The main door is widened to allow wheelchair access. We have a ‘rainbow room’ which has hot and cold water and can accommodate a changing table. We have a changing table in the girls toilets and can accommodate girls and boys privately in this area.

Current Good Practice

Pupils with a medical need have a care plan produced by medical practitioners. Staff meet with parents for relevant information and to support transition or changes to health conditions. Our curriculum is accessible to all pupils and often this is facilitated by skilled support staff and consideration of pupil groupings and classroom size and position.

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

Key focus	Recommendations	Timescale	Priority	Responsibility	Cost
Transition	Strong transition between school staff , SENCO and EYFS teacher with feeder nurseries. Input into	On going for each transition	High	SENCO / HT	Teacher time out of class- supply costs as required

	EHCP or health care meetings.				
Policy, procedures and practice	Ensure all policies up to date and compliant	By end of Spring Term 2019 – review annually		SENCO	
Individual health care plans	<p>Liaise with parents, health professionals and school nurse on entry, annually or when medical needs change.</p> <p>Ensure pupils with high medical but not academic needs are funded and supported appropriately</p>	Ongoing cycle of updating and applying to LEA for necessary funding.	High	SENCO/ HT	<p>Staff meeting time</p> <p>Staff release time</p> <p>Staff training – medical procedures</p>
Physical environment	Take into account pupil, staff and visitors when making any updates to the building.	As required / ongoing	Medium	HT/ Governors / Diocese	LCVAP / DFC as required
Continued liaison with outside agencies.	Liaise with key staff for transition ie Gurby Sandu to advise on accessibility arrangements and requirements for individual pupils arriving in school.	Ongoing. As required	Medium	HT / SENCO	As required

To improve the physical environment of the school to increase accessibility for pupils and staff with a disability.

Key focus	Recommendations	Timescale	Priority	Responsibility	Cost
To improve safety and accessibility into school by providing a separate vehicle and pedestrian walkway	Ongoing application to Diocese for appropriate funding	Unknown	Medium	HT / Governors / Diocese	unknown
To remove step / lip into the main door from the yard.	To remove and provide smooth ramped entrance next time any work undertaken in this area.	Unknown – if opportunity arises	Medium	HT / Governors	Unknown
To provide electronic opener on accessible door to class 1 as too heavy for a wheelchair user to open independently.	Allow independent use by disabled persons	If required	Low	HT / Governors	Unknown
Provide separate and adequate car park and playground facilities	To ensure disabled pupils can safely move around, play and access outdoor play despite inadequate play space and hard standing	Application / bid for LCVAP to be resubmitted 2019 (refused three times previously)	High	HT / Govs/ Diocese	£70,000 approx
Improve delivery of information to pupils with a disability	To ensure disabled pupils are not disadvantaged and are able to access	Ongoing as required	High Priority	All staff	Training costs for new EYFS pupil – Makaton (costs tbd)

	information available to peers				Provision of enlarged print, Resources to support provision and adaptation of resources by TAs and Teachers, to support symbol sytem and visual timetable, simplified language, scaffolded tasks, audio , visual and ICT equipment.
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Management

- The Governing Body takes responsibility for the Accessibility Plan. It will be reviewed and considered at key points, including when building work is to be undertaken or when deciding on priorities for DFC bids.
- Governors will review and reconsider all aspects of the plan as they receive new pupils into the school family.
- Classroom teachers, TAs and coordinators will consider aspects of the plan when planning and delivering aspects of the curriculum
- Relevant Governors will consider the plan when responding to applications for EHCP pupils to join the school.

Co-ordination

- The plan will be considered in conjunction with our SEND policies
- The plan will be considered alongside Health and Safety policies and assessments.
- The plan will be coordinated with the relevant partners from the LEA, DCC and Health sector when considering the needs of individuals or groups of pupils with SEND.
- The plan will inform professional development i.e. training on Makaton, Intimate Care or Medical procedure training

Implementation

- The lead person for the plan is the Headteacher, Joanne Cruise as delegated by the Governing Body.
- The plan will reviewed annually or when required with the arrival of a new pupil with SEND
- The timescales in the plan will take into account the financial school year and the cycle of LCVAP/ DFC submission dates.
- The specific needs of pupils entering the school at the start of any academic year will be considered alongside the accessibility plan and external agency advice and targets / timescales altered or added to accordingly.

