

# **St Saviour's C of E Primary School**



## **Accessibility Plan**

## **Section 1: Vision statement**

### **Purpose of the Plan**

The purpose of this plan is to show how St Saviour's C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils. St Saviour's C of E 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.

### **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities.

### **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation.'

The Full Governing Body is responsible for ensuring the implementation, resourcing and reviewing of the plan.

This Accessibility Plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes 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 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.

### **Documents and policies**

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

- Curriculum policy
- Equality Objectives

- Single Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- School Brochure/ prospectus and Vision Statement
- Individual Subject Policies
- Educational Visits Policy
- Assessment Policy
- Anti-Bullying/KiVa
- Mental Health and Well-being Policy
- Staff Handbook

The Schools complaints procedure covers the Accessibility plan.

### **Training**

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.

### **Plan Availability**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office, by request

### **Review and Evaluation**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how St Saviour's C of E Primary School will address the priorities identified in the plan. The plan is valid for three years 2023-26. It is reviewed annually.

Approved by: .....

Date: .....

Next review date: .....

## **Section 2: Aims and objectives**

### Accessibility Plan Code

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

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

St Saviour's C of E Primary School will challenge negative attitudes about disability and accessibility through developing a culture of awareness, tolerance and inclusion. The school aim to remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

## **The School's Context**

St Saviour's is a large primary school, it is two form entry for pupils aged 5-11 years. The school is based on one site. The main school building has 2 levels with steps leading to: two year 6, one year 5, one year 4 and two year 3 classrooms as well as one intervention room.

The Current Range of Disabilities at St Saviour's C of E Primary School:

Autistic Spectrum Condition, Attention Deficit Hyperactivity Disorder, hearing impairments, physical difficulties and Global Delay.

The school also has a range of medical needs including asthma, epilepsy and food allergies.

When children enter the school with specific disabilities, the school contact parents, outside agencies and the child's previous school for the relevant support, information and assessments.

For all children with medical needs a Personal Alert Card, Care Plan or Allergy Action Plan is agreed with the school nurse and parents. A copy is provided to staff within the pupil's classroom and kitchen staff.

Medication required by children is clearly labelled and kept in the pastoral office. Medication requiring refrigeration is kept in the Head Teacher's office. Any other medication required to be administered must have an Administration of Medicines form completed by parents outlining the illness, the dosage and the time of day. Medication is given with two staff members present. This is recorded, signed off by the staff members and dated. Emergency Epi-Pens are located in the school office. Asthma inhalers are clearly labelled and kept in the child's classroom with emergency inhalers kept in the school office and pastoral office.

## **Principles**

St Saviour's recognises its duty under the DDA (as amended by the SENDA).

- Not to discriminate against disabled pupils in their admissions and exclusions, provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a disadvantage
- To publish an accessibility plan

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs;
- Gifted and Talented Children;
- Children who are vulnerable;

St Saviour's recognises and values parent's knowledge of their child's disability and its effect on his/her ability to carry out activities and respects the parents' and child's right to confidentiality. St Saviour's School endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

## Accessibility Plan

**St Saviour's C of E Primary**

**Date Written: October 2023**

**Date of Full Review: October 2026**

**This plan will be reviewed annually and will run for 3 years**

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve the progress and participation for all pupils with SEND.	C, I, E	Pupil Profiles	SENDCo Class Teacher Parent SEND Support staff	Time to meet with parents	All children identified with SEND will have a Pupil profile which is regularly updated with the child/parent and school staff.	Updated at least annually
		Widget training ongoing for all staff	SENDCo to deliver ongoing Widget training	Widget to be funded annually Time to train staff	Widget being used in books and classroom displays.	Ongoing over the next 3 years
		Develop fine motor and gross motor groups across school where necessary, including pre-writing support	Sports coach to establish and develop gross motor group. Fine motor groups in KS1 and for EHC pupils where required.	Funding for fine motor/gross motor resources Space available to the sports coach to deliver gross motor sessions	Records/photos/observations of the sports coach and SEND staff delivering sessions OT Champion in school Interventions running that are able to monitor progress	Autumn Term 2023, skill/resource building over the next few years

			Support from OT to develop fine motor programmes matched to children's needs.	SEND support staff to deliver sessions throughout the week.		
		Develop the Sunshine Room, for children with additional needs	SENDCo WMSL CAT SSOS EPS	Training from WMSL/CAT AND EPS  Regular support to the hub team to improve their practise and to enhance the children's experiences  Funding for resources  Funding for staffing  Time to prepare resources	Hub up and running Children attending the hub – majority on a full time, timetable Advice from outside agencies acted upon Sensory activities available to meet the needs of individual pupil's Staff are trained in Makaton, SCERTs, Intensive Interaction, Sensory Circuits, Intensive Interaction	Autumn/Spring Term 2023, skill/resource building over the next few years
		To review physical and sensory site adaptations	SENDCo/Site Manager	Support from Brays – PDSS for a site assessment  Site Assessment  Funding for site alterations  Individual need to be supported and adjustments to be made to ensure the inclusion of all  Regular walks with Site Manager	Site visit booked  Site visit taken place  Site recommendations acted upon	Autumn 2024/Spring 25

To improve the attainment and participation of pupils with social, emotional and mental health difficulties	C,I	Continue to develop the sensory space for emotional regulation	SENDCo/SEND Team/CAT/WMSL	Funding for resources Regular advice from EPS/CAT/WMSL	Sensory space for pupils, that has working equipment and is used regularly.	Spring Term 2024 - Ongoing
		Introduce the SCERTs programme with all EHC pupils	SENDCo/EPS/WMSL/SEND Team	Regular advice from EPS/WMSL	Introduce the SCERTs programme with all EHC pupils SENDCo/EPS/WMSL/SEND Team Regular advice from EPS/WMSL	Aut Term 2023 - Ongoing
		Develop the use of motional across the school	Pastoral Team	Continue training to ensure assessments are increasingly accurate in order to show progress	Motional used for all children across the school. Motional used to develop intervention programmes	Autumn 2023 - Ongoing
		Develop morning check-ins with all pupils	Pastoral Team	Visuals	Emotional regulation visuals in all classes Emotional regulation tools being used in classrooms	Autumn 2023 - Ongoing
		Develop the use of visuals for children who are struggling to emotionally regulate	Pastoral Team/CAT/EP S	Funding for resources	Therapeutic approaches used for emotional regulation Visuals that relate to the new behaviour scheme Fidget boxes/emotional regulation tools available in each class Children able to recognise their emotions Children to have the ability to independently emotionally regulate	Aut/Spr 2023 Ongoing



		Regular feedback meetings between the CT/SENDCo and Pastoral Team	Pastoral Team/CT	Time for meetings	Increased co-operation between SENDCo/Pastoral/CT to build a whole picture of a child	Autumn 2023 - Ongoing
To improve provision for pupils with SEND through use of the BCC Toolkit.	C,I	BCC Toolkit used to strategically to identify gaps in skills and knowledge and set precise and clear next steps	SENDCo/PSS/CT	Training delivered by SENDCo/PSS  Book trawls by SENDCo/PSS/Subject leads	BCC targets within English and maths books related to the pupil's area of need Targets identified Target academic support Progress supported via provision map Evidence based interventions based on school tracking	Autumn 2023 - Ongoing
	C,I	Target academic support addressing specific gaps in learning as identified by diagnostic assessment.	SENDCo/PSS/CT/Pastoral	Training delivered by SENDCo/PSS	Interventions that match the children's individual area of need  Targets identified Target academic support Progress supported via provision map	Aut 2023 - Ongoing
To ensure smooth transition of all pupils with SEND Transitioning into EYFS End of year transition Transition from/to a new school Transition to secondary	C,I,E	New pupils - liaise with previous school to gain prior attendance/medical/behavioural/support requirements and work with teacher to write pupil profile  Regular learning walks to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs  Transition of information to secondary and visits. Meetings with secondary staff  EYFS Home visits	SENDCo/CT/Pastoral Team	Time	Up to date Pupil profiles/ IBP/ professional reports Meetings timetabled Referrals placed within a timely manner Information gained/passed on it a timely manner Reports produced to inform the receiving teacher	Continuous throughout the year

		Additional parent meetings for new pupils with identified SEND				
To improve pupil voice for children with SEND at school Teacher	C	SEND pupils to be represented on the school council/KIVA	School Council Lead/SENDCo/CT	Awareness Raising	SEND Pupils represented within the school	Autumn 2023 - Ongoing
		SEND pupils who are vulnerable to be given regular opportunities to talk with pastoral team, teaching staff & Deputy DSLs to ensure their voice is heard – 3 houses	Pastoral/CT/SENDCo	Time	Posters to raise awareness of inclusion/diversity/difference/Mental Health	
		All pupils to be asked for pupil views for EHCP and offered opportunities to talk with SENDCo/CT/SEND Support Team	SENDCo/CT/SEND Support Team	Time	Pupils know who they can come and talk to/feel they are able to talk to someone, if they have worries/concerns	
		SEND Children's work to be displayed alongside their peers	SENDCo/CT	Awareness Raising	3 Houses Completed	
		Posters to be displayed around school valuing diversity and difference	SENDCo/SEND Team	Awareness Raising	SEND children represented in all areas of school life	
To improve the progress for children with communication and language difficulties	C,I	Speech therapist to develop staff skills (Attention Autism, Intensive Interaction, PECs, Communication boards, sensory sentences) and work with high needs children.	SENDCo/Communication Champion/CAT/WMSL/Pastoral/SEND Team	WMSL/CAT to work with identified staff members  WMSL to train a Communication Champion	WMSL working with staff on specific interventions  Observations of staff delivering interventions  Progress of pupil's within interventions  Makaton signs used and displayed	Autumn 2023 - Ongoing
		SALT support across school to upskill staff and ensure the successful implementation of WELLCOMM, Talk Boost, Lego				

		Therapy, Communication friendly classrooms				
		Makaton sign of the week, displayed around school and shared with staff				
		<p>An initial consultation between the setting SENCo, a member of senior leadership, PSS or SaLT.</p> <p>The setting SENCo and a member of senior leadership completing a walk through checklist to audit universal provision for SLC.</p> <p>Completion of an audit by all setting staff around their skills, knowledge and confidence related to SLC.</p> <p>The setting writing a whole setting action plan to develop universal provision for SLC, with the support of PSS and SaLT.</p> <p>Training delivered by PSS and SaLT around the importance of identifying SLCN and supporting SLC for all pupils.</p> <p>Follow up consultations and/or support from PSS and SaLT to work towards the whole setting action plan.</p> <p>The setting repeating the walk through checklist within 2 terms of the training, to monitor long term impact.</p>	SENDCo, SaLT, PSS, SLT, Classs Teachers	4 hours of PSS/SaLT time already allocated to the school	To develop a communication friendly environment in order to make communication as easy, effective and enjoyable as possible. It should provide opportunities for everyone to talk, listen, understand and take part. A communication friendly environment will support the development of all children's communication skills and usually includes features which will also be particularly beneficial for children and young people with Speech, Language and Communication Needs (SLCN). Developing a communication friendly environment can also be seen as removing barriers to communication. A communication friendly environment will support learning, social and emotional development	Spring 24 to begin the process

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