

St. Helen's Catholic Primary School



Accessibility Plan January 2017

Approved by Staff:	January 2017
Approved by Governors:	March 2017
Review date:	January 2018

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Accessibility Plan

Revised January 2017

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act to cover education. From September 2002, the Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ Not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of St Helen's School 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;
- ❑ 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 for information which is provided in writing for pupils who are not disabled.

1A: The purpose and direction of the school's plan: vision and values

The school's Mission Statement is:

"United by its Catholic faith St Helen's is a multicultural school committed to developing the spiritual, academic and social potential of each child".

The school supports Newham's definition of disability to be:

"A person has a disability if s/he has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

As such this includes a number of pupils with Special Educational Needs and a number of others who do not.

St Helen's strives to be an inclusive school, engendering a sense of community and belonging through its:

- Catholic ethos in a multi-cultural area
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and appropriate targets for all pupils.

1B Information from pupil data and school Audit

Approximately 16 % of our pupils are registered on the Code of Practice at School Support. When the school's own monitoring procedures are taken into account over 30% are registered. The number of pupils with a severe specific language disorder is proportionately high for the Local Authority (LA). We have a number of pupils throughout the school who have Higher Needs as defined by the LA. At the moment one pupil has an Education, Health and Care Plan. Skills on entry to our Pre-school and Nursery are below the local average. We have a very high proportion of pupils with Sickle Cell anaemia.

We have identified the following areas as being starting points for our Accessibility Plan.

- Children with Speech and Language difficulties who need support within the classroom.
- Children with multiple, physical or profound difficulties
- The significant number of our pupils with social, emotional, mental health and behavioural difficulties.
- Children, receiving school based interventions

1C: Views of those consulted during the development of the plan

The Access Plan was initially developed after consultation between the Head Teacher, SENCO, Deputy SENCO and other members of staff. It was presented to all members of staff, both teaching and non-teaching and is subject to Annual Review. It is important that all staff are aware of their responsibilities and embrace them fully.

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

St Helen's has set the following overall priorities for increasing curriculum access

- Governors to be kept aware of the Accessibility Plan in order to monitor delivery.
- Staff to develop a more creative and kinaesthetic curriculum in which pupils can learn through their preferred learning style. Drama and role play are given high status in the setting of Key Issues and a high level of CPD offered.
- A greater use and awareness of Developmental Matters, 'P' scales to ensure that pupils at all stages of learning have their progress monitored and meaningful targets set. The SENCO ensures that data on programmes such as Bsquared are up to date
- Continued emphasis put on the development of a skills based curriculum for all, with explicit teaching of life skills for particular pupils particularly those with Higher Needs Funding.
- Wide range of after school activities in which pupils with SEN are included.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

St Helen's is a recently constructed building (September 2009) and was designed and constructed with adherence to current disability legislation. The interior of the building is complete and has a sensory and soft play area which is timetabled for use by all children. Pupils from 5 nearby schools also use these facilities. We have a number of rooms or designated areas which are used for learning. The Benedict Centre gives extra high quality spaces for learning during and after school hours. The playground and general landscaping are constantly being remodelled and improved to cater to the needs of all children.

Future plans include a sensory garden which will be appropriate to all children but particularly those with sensory issues or ASD. Allotments and gardening areas, have been completed – again appropriate for all children but particularly for those developing life skills and timetabling to ensure access for all is to be developed.

2C: Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled:

St Helen's has set the following overall priorities for providing information for disabled pupils:

- Increased usage of Core Boards, Colourful Semantics, Assistive Technology or 'Signalong' to support the communication skills of particular pupils.
- All staff (teaching and non-teaching) to be made aware of these communication systems.
- Visual Timetables and other forms of visual support to be used by particular pupils but also to be displayed in all classes, for the benefit of all pupils, e.g. those with reading difficulties.

Wider Considerations

3A: How the school's Accessibility Plan fits in with other responsibilities: co-ordination

The Head Teacher Mrs Gael Hicks has overall responsibility for the Accessibility Plan. The priorities highlighted in this plan have been incorporated into the SIP. Day-to-day co-ordination of the plan will be the responsibility of the SENCo, Ann Bullock. It is important that all staff are aware of their own responsibilities

3B: Getting hold of the school's Accessibility Plan

St Helen's makes the Accessibility Plan available in the following ways:

- The Plan is available on request to parents, External Agencies etc. The school utilises the talents of its staff to ensure that materials sent home could be translated into a number of languages (on request).
- The Plan is readily accessible for all staff on the MLE to ensure that they are familiar with procedures etc.
- The plan and other Information such as the SEN/D report are available on the website.

3C: How St Helen's will review and revise its plan; duration, review and revision

- The Plan will be reviewed annually in accordance with review procedures already existing in the school, unless there are significant changes to personnel, accommodation or national or local legislation.

3D: How the school will know how effective its plan has been: evaluation

- The evaluation of the Plan will be part of the SIP.
- There is a variety of evidence that can be used in the evaluation of the Plan, such as:
- Pupil attainment (recorded in P levels, National Curriculum bands etc) Attainment in social skills and life skills will also be measured in IEP reviews, liaison with external agencies, through annotated photographs etc. Progress will be recorded on the school's Provision Map
- Increased pupil access to the curriculum. This will provide extra challenges as our pupils move into Key Stage 2 where there is a more rigorous curriculum and will be evidenced by progression through the P scales or NC bands.
- Enhanced Life Skills programme – whether it be through the ASDAN programme or in-school strategies.
- Pupil and parental satisfaction evidenced in reviews, meetings or in parental surveys if appropriate. Feedback from outside Agencies, for example following SENCO/ SIP monitoring visits.
- Staff confidence and competence in observing and recording progress

Links with other policies:

School SEND offer	School SEND report	Inclusion Policy	Behaviour Policy
Medical Conditions in School	Equalities Policy	Intimate Care	Child Protection
Equal opportunities statement	Health & Safety Policy	Positive Handling	

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AREA A: Strategic direction, monitoring and evaluation				
ACTIONS	PERSON(S) RESPONSIBLE	TIME	RESOURCES	SUCCESS CRITERIA/IMPACT ON ACHIEVEMENT
Staff to be made aware of disability issues and procedures as part of our beginning of year INSET	SENCo	During whole school INSET September 17		Staff to have an awareness of the DES and how it affects them individually and corporately.
Support Staff to be confident in using the Bsquared method of recording the progress of children working at P levels	SENCo	Sept 17		Support Staff to use this information to inform “next steps” for the pupils
Provision Map to be completed termly and outcomes RAG rated (according to academic progress)	SENCo	Sept 2016		Leadership team, outside agencies or moderators able to see the measurable impact that the interventions have for the children

AREA B: Improving access to the school curriculum for pupils with disabilities				
ACTIONS	PERSON(S) RESPONSIBLE	TIME	RESOURCES	SUCCESS CRITERIA/IMPACT ON ACHIEVEMENT
Sensory and Soft Play areas to be used by all children – theme to link with whole school focus. Other schools using our provision to be provided with resource packs	A Bullock and A Doherty	Sept 2016- July 2017	Timetable has been produced SEN TAs to work on room display/ resources	Staff will be seen to use facilities appropriately. Provision to be mapped on IEPs.
Staff to be given training in use of assistive technology	SENCO to liaise with various agencies	Sept 2016 – July 17	Time spent with External Agencies	Staff able to provide resources for children with SEN at SS Children with HNF to be provided with individualised programmes following liaison with external agencies
Cookery room to be timetabled for use of classes, intervention groups and after school clubs.	SENCO & Assistant Head (Curriculum)	Sept 2013	Cookery Lead and SBM to ensure room is appropriately stocked.	Facilities will be used appropriately. Provision to be mapped on IEPs.

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AREA C: Improving access to the physical environment of the school for pupils with disabilities				
ACTIONS	PERSON(S) RESPONSIBLE	TIME	RESOURCES	SUCCESS CRITERIA/IMPACT ON ACHIEVEMENT
Hygiene Room is operational and suitably equipped	Head Teacher and Assistant Head (Inclusion)	Jan 2017	Timetabling issues Equipment Maintenance up to date	Staff to be confident in using equipment
Staff are confident in hoisting, seat to chair moves,	Inclusion Manager to liaise with External Agencies.	Jan 17- Dec 17	Cover implications for training Referral made to CNDS or Physiotherapy Team	Staff can safely and confidently perform moves.
Staff are confident and effective in using Fire Evacuation equipment	Trained Staff from within school to train other staff	Jan 17-Dec 7	Cover implications for training	Staff can safely and confidently perform moves.

AREA D: Improving the delivery of information to pupils with disabilities				
ACTIONS	PERSON(S) RESPONSIBLE	TIME	RESOURCES	SUCCESS CRITERIA/IMPACT ON ACHIEVEMENT
Buy in Speech Therapist to model and oversee groups such as Attention Autism, Language Enrichment, Colourful Semantics etc and other strategies usually delivered in clinic but which we can use.	Speech Therapist SENCO Support Staff Volunteer (SALT)	Ongoing subject to annual review	Time to observe Time for staff to receive training Cost of equipment	Progress made by children in groups is transferred to the classroom. Progress is monitored closely by SALT and SLT