



ST PATRICK'S CATHOLIC PRIMARY SCHOOL & NURSERY



Accessibility Policy and Plan 2017 – 2020

Will be reviewed by the ARC Committee Spring Term 2018



Mission Statement

Here at St Patrick's we **LOVE, LEARN** and **RESPECT** each other and work together to be the best we can

Vision Statement

St Patrick's will provide a safe, happy learning community where Teaching and Learning is of the highest quality promoting the attainment of personal potential – spiritually, academically, socially, morally and culturally. A place where everyone can encounter Christ in prayer, study, thought and action.

Definition of Disability

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significant greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

(Special educational needs and disability code of practice: 0 to 25 years 2014)



In the Holy Trinity Academy of Schools of which St Patrick's is part of, we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors are encouraged to live out our Academy mission statement of

“Growing Together”

and individual schools within the Academy encourage the living out of their individual mission statements hand-in-hand with this.

We aim to ensure that all who are touched by our schools feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

The Holy Trinity Academy's commitment to establishing equality for all is reflected in our aims:

- *We aim to show, all that are touched by our school, that Christ is at the centre of everything we do*
- *We provide a school environment which is happy, stimulating, safe and secure*
- *We provide a rich, broad curriculum with a wealth of opportunities for all, that will nurture self-motivated independent learning which searches for excellence*
- *We enhance and promote high standards and expectations*
- *We recognise the God given dignity of each member of the school community; all are valued and respected as individuals and are treated fairly and with compassion*
- *We recognise that every child has potential and we provide opportunities that will encourage all children to maximise their abilities, aptitudes and talents*
- *Our Academy is rooted in its commitment to Religious Education, that is instrumental to the achievement of success and excellence*
- *We embrace technology that will motivate, inspire and thrill*
- *We expect that all members of our school community are well mannered and polite sharing in an ethos that enables trust, respect and love to grow*
- *We nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally*
- *We aim to secure an inclusive learning environment and to support individual pupils with special educational needs and/or disabilities*



Our schools need to carry out accessibility planning for pupils with a disability. 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 Equality Act’s definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Policy will outline how we, the eight schools of the Holy Trinity Academy, promote disability equality for all disabled pupils, staff, parents, carers, representatives and other users of our school. It sets out how the local Academy Representative Committees plan to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

This Policy should be read in conjunction with the individual school's Accessibility plan. It also sits alongside other policies on Equal Opportunities and Special Education Needs.

The 2010 Equality Act replaced previous equality legislation, including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It provides a single, consolidated source of discrimination law.

The Equality Act covers the following protected characteristics:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Marriage and Civil Partnership

However, in schools, age is only a protected characteristic in relation to employment and the provision of goods and services. Age as a protected characteristic does not apply to pupils



In accordance with the Act the plan focuses on three “key areas”:

- 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

It is a requirement that each school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached to this policy is an action plan specific for each Academy school, showing how the school will address the priorities identified in the plan.

The Statutory Guidance for the National Curriculum, section 4 for inclusion, in Dec 2014 states:

“Responding to pupils’ needs and overcoming potential barriers for individuals and groups of pupils:

4.2

Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

Note: Age is a protected characteristic under the Equality Act 2010 but it is not applicable to schools in relation to education or (as far as relating to those under the age of 18) the provision of services; it is a relevant protected characteristic in relation to the provision of services or employment (so when thinking about staff). Marriage and civil partnership are also a protected characteristic but only in relation to employment.

4.3

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The special educational needs and disability code of practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs.



4.4

With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.”

In order to achieve these aims, all members of our community must be able to access provision when they attend school. The values of respect and responsibility underpin our aims. All members of our community have a duty to respect the rights of others and to take responsibility for removing barriers to learning for disabled students.”

Collecting and Using Data Effectively

The data we collect and collate can inform our school of developing patterns and trends. This information will be used to support the school’s self review process and also to inform future planning.

Creating a list of people with a disability

- We have created a list of pupils who have a disability that fits the description given in the Disability Discrimination Act 1995.
- We have included all the pupils on the Special Educational Needs Register then added pupils with known medical condition.
- Finally, any other children known to staff, that may be considered to be disabled. This is now part of the school’s data available to all staff.
- Staff have the opportunity to disclose any disability to the Head Teacher in confidence. New staff will have this opportunity on an application and following appointment. (When we recruit new staff we follow the County’s Human Resources guidelines.)
- Development of data showing disabilities of representatives and other users of school will be ongoing.
- An audit of attendance, termly, and exclusions, yearly, related to disabled pupils will be carried out.
- An audit of pupil performance in KS1 and KS2 SAT will be used to look for trends and areas to improve.

Developing the Scheme with as Many Views as Possible

It is important that all users of our schools have chance to voice their thoughts. Where adjustments need to be made, the best people to inform about those adjustments are the people with the disabilities.



Parents and staff have initially offered their ideas for how the school can meet the needs of the members of our community that are disabled. The Disability Accessibility Plan has planned opportunities for pupils and others users of our school to express their ideas.

We appreciate the range of views from all users of our schools. This has and will help us to focus on removing the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers.

This includes

- Being able to move around the building easily and confidently.
- Being able to have an equal opportunity to access the lessons and activities in school life.
- Feeling that communication between home and school is always improving and that school can think ahead to anticipate better ways to provide information for all pupils, parent/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme – through training and 'awareness raising' – so that staff and pupils in every thinking about being proactive in including disabled people in every aspect of school life.

Our schools offer good access to disabled users at the moment, but we are keen to find out how we can improve this. Individual schools in the Academy have, in Appendix 1 , evaluated their current provision under the following headings :

Improving the Curriculum Access at St Patrick's Catholic School & Nursery School

Improving the availability of accessible information to disabled pupils

Improving the Delivery of written Information



The effectiveness of the adjustments detailed in the Accessibility plan will be monitored regularly. This will include asking disabled users of the school for their opinions regularly.

Feedback will come from :

- Pupil interviews
- Parent/guardian/carer questionnaire
- Staff opinion – all staff, teaching and non teaching – at staff meetings and discussions
- Academy Representatives
- Other users of the school

From this information :

- Findings will be **collated** by a member of the SLT
- Ideas will be **discussed** at staff meeting, Senior Leadership Team
- **Ideas will be developed alongside staff, parents** and Academy Representatives
- **Ideas will be discussed** with staff/interested parties and School Council
- This will lead to **implementation**

Reviewing and Monitoring how we are Creating Schools that are Welcoming and Inclusive

We will review the Action Plans annually at the Representative Committee meeting during the **Spring Term**. We will review the information gathered to ascertain if the actions taken have had a positive impact on the opportunities and outcomes for disabled pupils.

This can be done by:

- Regular Pupil Interviews termly.
- Staff awareness will be constantly raised. One staff meeting each term will have one issue linked with Disability Equality Scheme on the agenda.
- Parents opinions will be welcomed on a questionnaire sent home during the Summer Term – relating to all school matters.



Revision Of The Scheme

Constant reviewing will inform the scheme's revision, and setting new priorities on the Action Plan. We must always take account of disabled people's views and the information and data that we collect within our school. The revision will take place after three years – 2020.

Parents, carers and users of our school can request a copy of The Holy Trinity Academy Accessibility Policy and individual school Accessibility Plans from the school offices and Academy and school web sites. Requests can be made to have a copy in large print.

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

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

Improving the Curriculum Access at St Patrick's Catholic School & Nursery

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements Transition meeting between staff throughout the year. Performance management discussion	Through All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing from January 2017 – May-June 2017 – transition meetings Feb, Oct, 2017: P.M reviews	Through the increased confidence of staff the pupils are better able to access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision – outdoor education, residential trips, tournaments, visits/trips, Spiritual activities to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements including risk assessments.	From January 2017 onwards	Increase in access to all school activities for all disabled pupils

<p>Classrooms are optimally organised to promote the participation and independence of all pupils</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases</p> <p>Annual audit of furniture throughout school to identify target classrooms.</p> <p>Learning environment walks</p> <p>Health and Safety walk abouts</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils</p>	<p>From January 2017 ongoing</p> <p>Half term learning walks/monitoring of teaching and learning</p>	<p>Increase in access to the National Curriculum</p>
<p>Training for Awareness Raising of Disability Issues</p>	<p>Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school</p>	<p>Whole school community aware of issues relating to Access</p>	<p>From January 2017 ongoing</p> <p>Sept 2016 – Autism awareness training tier 1 & 2</p> <p>Oct 2016 - Hearing impairment training</p> <p>Jan 2017 – dyslexia workshop for parents</p> <p>Feb 2017 – behaviour training</p>	<p>Society will benefit by a more inclusive school and social environment</p>



Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as hand-outs, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils’ disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	<p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p> <p>Working alongside visual and hearing impaired team</p> <p>Using technology to aid communication for all</p> <p>Use of visual timetables, coloured overlays, recording equipment, microphones</p>	The school will be able to provide written information in different formats when required for individual purposes	January 2017	Delivery of information to disabled pupils improved and shows clear impact
Make available school brochures, school newsletters and other information for	Review all current school publications and promote the availability in different formats for	All school information available for all	From January 2017	Delivery of school information to parents and the local community improved



parents in alternative formats	those that require it Fortnightly newsletters in paper and electronic format, on website, Text system in school and verbal communication where needed			
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	From January 2017	Delivery of school information to pupils & parents with visual difficulties improved.

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.



Improving the Physical Access

Item	Activity	Timescale
Staircases	Colour-contrasted handrails to both sides of staircases	By July 2017
Accessible toilet	To ensure regular maintenance to allow access for all	3 times a year check
Play areas including playground and grass	To resurface and maintain good quality, safe areas	By 2020

This Policy was adopted in Spring term 2017 and will be reviewed/updated annually each year

Signed _____ (Headteacher) Date _____

Signed _____ (Chair Of ARC) Date _____

Signed _____ (SENDCo) Date _____