

St Monica's Accessibility Plan

Introduction

The Equality Act 2010 states that schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation and places a statutory duty on all schools to have an accessibility plan that shows how the school intends to increase the extent to which disabled pupils can participate in the curriculum.

The Act defines a pupil with a disability as having a physical or mental impairment that has a substantial (more than minor or trivial) and long-term (lasting, or likely to last, for at least 12 months) adverse effect on their ability to carry out normal day-to-day activities, this includes everyday things like eating, walking and personal hygiene. Those who have had a disability in the past that meets this definition are also protected by the Act.

The definition extends beyond physical difficulties, including sensory and learning difficulties and impairments that could be hidden such as Dyslexia, speech and language, autism, Attention Deficit Hyperactivity Disorder and those resulting from, or consisting of, a mental illness. The pupil may not have a physical disability but their ability to carry out normal day-to-day activities can be impacted by issues surrounding mobility, manual dexterity, physical coordination, continence, the ability to lift, carry or move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of risk or physical danger.

An accessibility plan not only shows compliance with the Equality Act, but also the aim to, over time, increase the accessibility in school for disabled pupils, staff, parents/ carers and visitors. It shows the intention to develop a culture of inclusion, support and awareness within school, a culture where whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. The overall purpose is to ensure that everyone can fully participate in the school community with total access to the environment, curriculum and information.

Purpose of the Plan

In line with the Department for Education's Advice for Schools on the Equality Act and the Special Educational Needs and Disability (SEND) Code of Practice, St Monica's accessibility plan shows how St Monica's intend to remove barriers and make reasonable adjustments for disabled pupils by considers three key objectives in detail. The three key objectives are:

1. To increase access to the curriculum for pupils with a disability, medical condition or other access needs, by reducing and eliminating barriers. This 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.
2. To improve the physical environment of the school and physical aids to access education, so that we increase the extent to which pupils, staff and other members of the school

community with a disability, medical condition or other access needs can access education and associated services.

3. To improve the delivery of information to pupils, staff, parents and carers and other members of the school community. This will include making adjustments to the way in which written information is provided.

St Monica's will follow the SEND Code of Practice when deciding upon reasonable adjustments, taking into consideration available resources (financial and other), the effectiveness of the adjustment, health and safety requirements, whether aids have been made through the SEND route and the effect on other pupils. If a reasonable step can be identified to avoid a disabled pupil from being at a substantial disadvantage to other non-disabled pupils it should be implemented. There is no expectation on the school to make an adjustment that is not reasonable.

Contextual Information

The whole of the school building and playgrounds are accessible for wheelchair users. As a single storey building there is no requirement for ramps etc. However, slopes have been installed outside certain classrooms. The hall, playground and field are all accessible for PE lessons should this be required. The school has a sensory room to support our children with ASD and provides a calming environment for those with Emotional / Behavioural needs. Two designated disabled parking spaces are available close to the school's main entrance. All steps are marked with visibility edging for visually impaired pupils and most doors are in a markedly contrasting colour to their surrounds. An accessible toilet is available in KS1.

The school has children with a range of disabilities which include Autistic Spectrum Disorder, ADHD and visual and hearing impairment and dyslexia. We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances and these are included in care plans which are signed and read by all staff and are kept in the main office. Staff have had asthma, epipen, defibrillator and general First Aid training. All medical information is collated and available to staff. We have competent First Aiders who hold current First Aid certificates and staff trained in paediatric first aid. All prescribed medication is kept in the fridge in the staffroom which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. *PEEPs (Personal Emergency Evacuation Plans) are in place for some pupils.*

At St Monica's our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our

school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve. We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

Informing the Plan

The plan has been developed by the school through a process of audit and consultation. This process identifies areas of good practice, along with ways in which improvements can be made through making reasonable adjustments. For each adjustment a target completion date is given, though it should be noted that it may not always be feasible to undertake all of the identified works during the life of the accessibility plan and therefore some items may roll forward into a subsequent plan.

The audit gathers information from as many areas as possible, including:

- Available pupil data, inclusive of any pupils who are anticipated to become on roll
- Consulting with pupils and their parents and carers, communicating early with prospective new parents and through surveys and/or focus groups; the views of both able and disabled members to be taken into account.
- Consulting with staff, including specifically the Special Educational Needs and/or Disabilities Coordinator (SENDCo), Subject Leads
- Consulting with governors, including specifically the SEND and Health and governors and any relevant Committees
- Involving outside agencies who assist disabled students in their education such as physiotherapists and speech and language therapists
- Coordination with the Local Authority

- Working with other schools to share best practice, which includes SENDCo network meetings
- Visual observations

Managing, Monitoring and Delivering the Plan

The Headteacher will ensure that this document is shared with all staff. The Headteacher, Senior Leadership Team and Finance/Resources committee will review the financial implications of the plan and it will be used to inform both the school's budget and school improvement plan.

The governing body will take an active role in monitoring the school's progress against the plan, the SEND Governor taking an active role in an annual audit, to be carried out in conjunction with the Headteacher/ SENDCo. The Governing Body will comment on the Accessibility Plan within their annual report.

The document will be reviewed in full at least every three years, or beforehand in the event that significant changes are made to the school's accessibility arrangements. It will be reviewed by the SENDCo and approved by the school's governing body. An accessibility audit will be completed prior to the end of the period covering this plan in order to inform the development of the new plan.

Links with other Policies & Plans

This document should be read in conjunction with the following school policies, strategies and documents:

Admissions Policy

Complaints Procedures Policy

Teaching and Learning Policy

Educational Visits Policy

Emergency Evacuation Procedures

Equality info and Objectives Policy

Health and Safety Policy

School Improvement Plan

Supporting Students with Medical Conditions Procedures

SEND Policy

The Accessibility Plan

This Accessibility Plan considers three key objectives:

1. To increase access to the curriculum for pupils with a disability, medical condition or other access needs.
2. To improve the physical environment of the school and physical aids to access education, so that we increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
3. To improve the delivery of information to pupils, staff, parents and carers and other members of the school community.

Objective 1 – Ensuring and Improving Access to the Physical Environment

IDENTIFIED GOOD PRACTICE	OBJECTIVES	IMPROVEMENT ACTIONS TO BE TAKEN	RESPONSIBLE PERSON	TARGET COMPLETION DATE
<p><i>Areas to consider include:</i></p> <ul style="list-style-type: none">• <i>Are the majority of areas physically accessible for people with disabilities? Where adaptations have not been possible have alternative solutions been considered such as moving classes to accessible classrooms and/or altering the layout of furniture within rooms?</i> Y• <i>Have adequate accessible toilets and changing facilities been provided and are they readily available for use (not used for storage)?</i> Y• <i>Externally, are pathways and suitable facilities accessible? Has relevant accessible parking been provided?</i> Y• <i>Do your emergency and evacuation systems consider those with additional visual, hearing and physical needs?</i> Y• <i>Has consideration been given to those with hearing impairments, for example what adjustments have been made for intercom messages?</i> Y				

- *Has consideration been given to those with visual impairments, for example use of Braille or contrasting colour schemes and visible markings?* Y
- *Has consideration been given to those with communication and learning difficulties, such as use of PECS?* Y
- *Are there adequate calming/low sensory areas available? Have adaptations been made to classrooms for those with sensory needs?* Y
- *Has furniture/equipment been adjusted accordingly for wheelchair users?* Y

<i>There are no current actions.</i>				

Objective 2 – Ensuring and Improving Access to the Curriculum

IDENTIFIED GOOD PRACTICE	OBJECTIVES	IMPROVEMENT ACTIONS TO BE TAKEN	RESPONSIBLE PERSON	TARGET COMPLETION DATE
<p><i>Areas to consider include:</i></p> <ul style="list-style-type: none"> • <i>Are staff trained in meeting the needs of pupils with SEND and is this training regularly updated?</i> • <i>Are staff provided with time to plan for pupils who need a differentiated curriculum?</i> Y • <i>Are cover staff briefed in how best to meet the needs of pupils they will be working with?</i> Y • <i>Are pupils with disabilities encouraged to take part in all lessons, including music, drama and PE?</i> Y • <i>Are additional resources available when needed, such as auxiliary aids and IT?</i> Y • <i>Do you consider the needs of those with disabilities when setting homework?</i> Y • <i>Does the school adopt the use of a graduated approach (assess, plan, do, review) when meeting the needs of pupils with SEND?</i> Y • <i>Are pupils and their families involved in regularly reviewing access to the curriculum?</i> Y • <i>Can you evidence a reduction in the gap between pupils with SEND and those without?</i> Y • <i>How do the achievements of those with SEND compare when benchmarked with other schools nationally?</i> 				
We have collected credits by attending a series of events for Head Teachers, SENCOs, School	To achieve the CTI Award 2023-2024.	Credit system (schools must get a total of 12 credits to achieve the Committed to Inclusion mark).	SENDCo	Summer 2024

Governors and staff with success in previous academic years.				
WACLL Cluster group have arranged for another SENDCo to share their recent experience with the group.	To engage in a Peer-to-Peer Review as part of the CTI Award on the 16/04/24.	A positive report about our inclusive practice.	SENDCo	Summer 1 2024
SENDCo is involved in the WACLL Cluster group.	To team up with SENCO(s) from a different setting (Catholic Cluster-WACLL) to share good practice and recent inspection experiences.	Present an impact report to the CTI and governors.	SENDCo	Summer 2024
SENDCo is involved in WACLL Cluster group	To develop inclusive practice grids.	Each subject leader will devise an inclusive practice grid for their subject.	Subject Leaders	Autumn Term 2024
SENDCo keeps staff up to date on key documents during whole school INSET	To prepare staff to be OFSTED ready.	All staff will have a secure knowledge of the requirements of the CoP 2015 and the context of	All staff	Summer / Autumn Term 2024

days and twilight sessions.		our individual setting and SEN learners.		
TA's working with specific children would have undertaken training to meet the needs of specific children.	To provide training for teaching staff focusing on ASD, EBSA, Visual processing difficulties and dyslexia.	Arrange for training to take place.	Teachers	Summer/Autumn Term 2024
Termly pupil progress meetings in school include the leadership team and progress is measured against national data and based on their age and starting points.	To report achievements of those with SEND compared when benchmarked with other schools nationally.	Use Sonar Tracker is the (pupil progress and assessment platform) to compare pupil attainment with other schools nationally and those in our local authority to ensure our school is on track.	Teacher/SLT/SENDCo	Summer 2024

Objective 3 – Ensuring and Improving the Delivery of Written Information

IDENTIFIED GOOD PRACTICE	IDENTIFIED IMPROVEMENTS	IMPROVEMENT ACTIONS TO BE TAKEN	RESPONSIBLE PERSON	TARGET COMPLETION DATE
<p><i>Areas to consider include:</i></p> <ul style="list-style-type: none"> <i>Do you provide copies of documents you share online in other formats?</i> 				

- *Has consideration been given to how IT can be used to share information with people with disabilities and are staff aware of it?* **Y**
- *Do you consult with pupils and families in relation to how information is shared with them and do pupils and their families know who they can contact for information, advice and support?* **Y**
- *Do you signpost families to other available support services such as The Local Offer 'Ask Ollie', Warrington SENDIASS service?* **Y**
- *Is information offered in a variety of languages and formats, such as large print, symbols and audio?*

We have many different ways in which we communicate information with parents.	To continue to look at alternative ways to improve availability of information for parents.	Research services available through the LA to aid converting written information into alternative formats.	Office staff	2024-2025