



## St. Patricks R.C. Primary, Dipton

### Accessibility plan

Revision History					
Name	Ver	Reason for change	Status	Date	Review date
Mrs J Burgess Headteacher  Miss Sharon Walker School governor	1.1	Review	Draft	<i>Agreed at Resources Committee May 2019</i>	May 2022
School lead J Burgess	1.0	Review	Final	September 2016	September 2018

## ST PATRICK'S PRIMARY SCHOOL ACCESSIBILITY ACTION PLAN

At St. Patrick's RC Primary School, we are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors.

We are committed to supporting inclusivity and promoting positive attitudes, whenever possible, regarding disability and accessibility. Equality of opportunity and equal access are fundamental to our ethos.

St. Patrick's Primary School will promote a culture of awareness, tolerance and inclusion.

By means of accessibility planning, St. Patrick's Primary School seeks to review the accessibility of provision for all pupils, staff and visitors to the school, to improve the provision where there is scope for improvement and to respond to unforeseen needs as they arise by adapting and amending the accessibility plan.

The following areas will be included in the accessibility action plan:

- ✓ Increasing access for students with disabilities or additional needs to the curriculum. *This will include teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.*
- ✓ Reference to access to the physical environment of the school. *This will include improvements to the physical environment of the school and physical and practical aids to learning, if appropriate*
- ✓ Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. *This will include planning to make written information more accessible by taking into account the disabilities of recipients and their preferred formats.*
- ✓

An accessibility action plan is attached. This plan will be reviewed and adjusted on an annual basis. The plan will be evaluated and amended after each annual review. St. Patrick's Primary School recognises the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

This accessibility plan should be read in conjunction with the following policies, strategies and documents:

- ✓ Health and Safety
- ✓ SEND
- ✓ Behaviour
- ✓ School improvement plan
- ✓ School brochure
- ✓ School website

## St. Patrick's Primary School Accessibility Plan

Access to curriculum						
Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Potential cost
<p>Ensure positive attitudes towards disability. Create effective learning environments for all, utilising feedback from pupil groups</p>	<ul style="list-style-type: none"> <li>▪ Ensure inclusion underpins every aspect of curriculum.</li> <li>▪ Ensure all classrooms and resources are organised in accordance with pupil need. Adjustments are made, if necessary</li> <li>▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</li> <li>▪ Seek feedback from pupil/parent discussions regarding access to curriculum and identify any issues arising</li> <li>▪ Review PE resources to support pupils with mobility/coordination issues.</li> </ul>	<p>Ongoing</p>	<p>SENDCO release time to monitor how pupils with specific needs are accessing the curriculum.</p> <p>Allocate staff meeting time to explore areas of professional development/ cover issues relating to additional needs – include as a standard agenda item</p>	<p>All staff</p>	<p>SENDCO through staff discussions and lesson planning</p> <p>Pupil interviews</p> <p>PE Co-ordinator</p>	<p>Teacher time out of class – supply costs as required</p>

Ensure only the highest expectations are in place for pupils with SEND in terms of progress from starting points	<ul style="list-style-type: none"> <li>Quality first teaching complemented by high quality additional staff support.</li> <li>Monitor progress through in-house tracking</li> <li>Ensure strong transition arrangements exist at key points e.g. nursery to Reception and Y6 to Y7 as well as all internal transition as pupils progress through school.</li> </ul>		<p>Release time for SENDCO to lead all reviews. One afternoon (every week) release time</p> <p>Ensure adequate preparation time for compiling documentation for Education Health Care Plans and Top up funding</p>	SENDCO supported by H/T + TA specialising in pupils with SEND	Include in governor review cycle	
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**Access to extended opportunities**

Target	Tasks	Timescale	Resources	Responsibility	Monitoring	Potential cost
Increase participation in before/after school activities	<ul style="list-style-type: none"> <li>Monitor attendance of pupils with additional needs at breakfast club and after school clubs. If % is low, explore reasons with parents/carers</li> </ul>	On-going	<p>Time allocated to analysis levels of participation</p> <p>Where enhancement activities are attended by pupils with SEND, ensure additional adults are available.</p>	Business manager/ SENDCO/P.E. Co-ordinator to monitor uptake of places. What else could be done to widen participation	Include in governor review cycle	Potential costs linked to widening opportunities through additional coaches for after school clubs or additional staff employed at breakfast club, if necessary.
Ensure all policy review considers the implications of SEND to ensure the provision of equal opportunities and awareness of particular individual needs	<ul style="list-style-type: none"> <li>Consult pupils, staff, governors and parents on any proposed changes.</li> </ul>	On-going	Leadership Team and SENDCO time to review policies.	Leadership Team/ governors and SENDCO	Governors	Potential cost of staff release

**Improve physical environment - Access to/Movement around premises**

<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Potential cost</b>
Reconfigure layout of school to develop a new Reception classroom adjacent to existing outdoor area	<ul style="list-style-type: none"> <li>Submit application to diocese for additional funding to ensure safe and easy access to outdoor learning environment for Reception pupils</li> </ul>	Bids resubmitted 2019	If bid successful, H/T + building consultant time to manage process	H/T + Business Manager	Governors	Total budget £66,000

**Newsletters Information and Communication**

<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Potential cost</b>
<p>Availability of documents in alternative formats.</p> <p>Liaise with parish and share information through church newsletters</p> <p>Signpost events and parents/carers support groups</p> <p>Celebrate differences positively</p> <p>Explore sign language</p>	<ul style="list-style-type: none"> <li>Provide constant reminders that school communication can be provided in different ways if requested e.g. large print version available/verbal communication etc.</li> <li>Send relevant information out to parents via paper copies/website/text</li> <li>Publicise and celebrate events, where appropriate, throughout the year e.g. National Autism Awareness Week</li> <li>Sign language classes available to pupils on part of programme of after school clubs</li> </ul>	Ongoing	<p>Website</p> <p>Texting system</p> <p>Letters</p> <p>Opportunity for face to face conversations</p> <p>Parents/carers invited to wide range of school gatherings</p> <p>Community visits</p> <p>Assembly time</p> <p>Allocate within annual rota of extra curriculum opportunities</p>	<p>Business Manager and Senior Leadership Team</p> <p>SENDCO + H/T</p> <p>Sessions led by member of staff</p>	<p>Headteacher and Governors</p> <p>Headteacher and Governors</p> <p>H/t</p>	<p>Potential cost of admin time</p> <p>Annual cost of texting service</p> <p>Allocate staff time</p> <p>No additional costs to pupils – admin costs to copy any worksheets for pupils</p>

**Management**

- The governing body takes responsibility for the Accessibility Plan. It will be reviewed 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, teaching assistants and co-ordinators will consider aspects of the plan when planning, delivering and reviewing 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 co-ordinated with the relevant partners from the local education authority 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.