



## ST MARY'S CATHOLIC PRIMARY SCHOOL

### ACCESSIBILITY PLANNING

2016 - 2020



#### 1. THE THREE STRANDS

There are three strands in increasing access for disabled pupils.

- + Increased access to the curriculum for pupils.
- + Improvement to the physical environment of schools to increase access to all aspects of education and associated services.
- + Improvements in the provision of information for disabled pupils, where it is provided in writing for pupils who are not disabled.

#### 2. INCREASING ACCESS TO THE CURRICULUM

This might include:-

- **Changes in teaching and learning arrangements**
- **Classroom organisation**
- **The deployment of learning support**
- **Staff Information**
- **Staff Training**
- **Grouping arrangements**
- **Peer Support**

### **3. IMPROVEMENTS TO THE PHYSICAL ENVIRONMENT**

- This may include:-
- Lighting
- Signing
- Improvements to the acoustic environment
- Floor coverings
- Toilets and washing facilities
- Furniture
- Layout of the playground
- Adaptable workbenches
- Steps & Stairways
- Parking areas
- Entrance / Exits (Including internal & external doors)
- Décor
- Exterior Surfaces
- Use of different chairs/tables when advised by PIMIS

### **4. IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS**

This may include:-

- Hand-outs
- Text books
- Information about school events
- Homework
- Accessibility of school website

It might include making information available;

- In Braille
- In large print
- Through sign language
- Using a symbol system
- In a different language
- On audio tape

## St Mary's Catholic Primary school Access Plan



### Increased access to the curriculum for disabled pupils

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>When</b>
<p>To ensure that lessons provide opportunities for all pupils to achieve.</p>	<p>Children to work in a range of ways – individuals, pairs, groups and whole class. Sets where appropriate.                      Effective deployment of staff to support specific needs / therapies / intervention programmes.                      Training identified to support delivery of intervention programmes. Ensure that information is presented in a way that meets the needs of children with specific difficulties.                      Whole staff training                      Ensure that equipment provided by outside agencies is used correctly.</p>	<p>Resources are targeted more efficiently.                      Children achieve or exceed their individual targets.                      Monitoring of lessons to confirm that this is happening.                      Staff meeting led by SENDCo March 2017.                      Equipment used as advised by outside agencies.</p>	<p>Ongoing throughout the life of the plan.</p>
<p>To ensure that all children take part in PE lessons and KS 2 children achieve some level of competence in the water through swimming lessons.</p>	<p>Identify children who have disabilities in any form which would prevent them from taking part in PE lessons.                      Work out a plan for each child to ensure that they are able to undertake PE to the full extent of their capacities.                      School PE teacher to receive Safer People Handling training as provided by PIMIS.</p>	<p>All children take part in PE lessons.                      Children achieve swimming certificate.</p>	<p>Ongoing throughout the life of the plan.                      Spring 2017</p>

<p>School behaviour policy ensures that the needs of all individuals are met to the best of the schools ability.</p>	<p>Continued development of a range of inclusion strategies involving multi-agency approaches. Children's records to be updated and monitored on a regular basis.</p>	<p>Sufficient strategies in place to make exclusion the very last resort. Rewards and sanctions are individualised for those children.</p>	<p>Ongoing throughout the life of the plan.</p>
<p>All children to be able to take part in school visits whatever their disability or impairment.</p>	<p>Thorough risk assessments to be carried out for all visits. Extra support staff to be used when necessary to ensure all children can go on school visits.</p>	<p>All children will participate in class / school visits.</p>	<p>Ongoing throughout the life of the plan.</p>
<p>Review of policies takes into account awareness of disability.</p>	<p>Review of policies takes into account awareness of disability.</p>	<p>Review of policies takes into account awareness of disability.</p>	<p>Ongoing throughout the life of the plan.</p>

- ✚ Improvements to the physical environment of schools to increase access to all aspects of education and associated services.

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>When</b>
School is accessible in all areas to wheelchair users.	PIMIS to highlight and changes made.	No changes to school environment need to be made.	Spring /Summer 2017.

- ✚ Improvements in the provision of information for disabled pupils, where it is provided in writing for pupils who are not disabled.

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>When</b>
Carry out survey of all children, parents / carers and staff to ascertain how we can improve the provision of information.	Design survey form and collect information. Collate all information. Speak to individuals who highlight problems in receiving information. Put into place solutions to problems highlighted.	Everyone in the school community will have access to relevant information.	Surveys to be carried out in Spring term 2017. Relevant action to have been taken by the end of Summer term 2017.