



# English Martyrs' Catholic Primary School

## Accessibility Policy and Plan

Our English Martyrs' School community aims to follow the example of Christ in welcoming, recognising, fostering and developing each individual as a unique and special gift of GOD with value and dignity

Date reviewed: January 2016

Review Date: January 2019

Signed:.....  
for and on behalf of the Governing Body



English Martyrs' Catholic Primary School  
Accessibility Policy and Plan 2016-2019

*This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

1. We are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. English Martyrs' Catholic Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

**Key objective**

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

**Principles**

- ❖ Compliance with the Equalities Act 2010 is consistent with the school's aims and equalities policy, and the operation of the school's SEND policy.
- ❖ The school recognises its duty under the Equalities Act 2010:
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
  - to publish an Accessibility Plan.
- ❖ In performing their duties, Governors and staff will have regard to the SEND Code of Practice.
- ❖ The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities, and respects the parent's and child's right to confidentiality.
- ❖ The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpins the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

English Martyrs' Catholic Primary School welcomes children with physical disabilities. Parents are invited to contact the school to discuss their son/daughter's disabilities and to discuss any special arrangements that may have to be made to allow the child full access to the school curriculum and its resources.



**Current Range of known disabilities**

**The Current Range of Disabilities within English Martyrs' Catholic Primary School**

The school has children with a limited range of disabilities, which include Autistic Spectrum Disorder, sickle cell, diabetes and serious medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff, on the staff noticeboard, the head teachers' office board and next to the central first aid point by the hall.

We have competent First Aiders who hold current First Aid certificates and Paediatric First Aid certificates.

All medication is kept in a central safe and secure place, which has easy access for First Aiders and staff members.

The school has children with a range of disabilities to include moderate and specific learning disabilities. We have a small number of pupils and parents who have a hearing impairment and visual impairment.

**Access to buildings and classrooms**

As the school is in an old Victorian building (with currently no ability to provide a lift), in the main, it is only the ground floors and playgrounds which are accessible by all children and their parents. Nonetheless, every reasonable effort has been made to improve the accessibility of the school to those with disabilities wherever possible. The areas of the school and their level of accessibility as it currently stands are listed below.

<b>Building</b>	<b>Features</b>
Main School Building (School Office Reception)	The entrance to the office and main building are flat allowing for easy wheelchair access and there is provision of a disabled toilet in the outside playground.
Dinner Centre Ground Floor (Nursery Reception classes)	Easy Access Main entrances are flat allowing for easy wheelchair access to the Nursery and the two reception classes.
Main School Building 1 First and Second Floors (Years 1, 2 & 6)	There is currently no disabled access to the first and second floors of the building as it is a Victorian building that currently has no capacity for installing a lift
Playgrounds	Available for all pupils. Access is available without need for steps. There is a slope to gain access to the outside toilet facilities.



Second school Building 2	The entrance to the playground is accessible with a wheelchair.
Second School Building 2 Ground Floor Year 3 class	Accessible by wheelchair entrance into the school hall. Disabled toilet
Second School Building 2 First and Second Floors (Years 3, 4 & 5)	There is currently no disabled access to the first and second floors of the building as it is a Victorian building that currently has no capacity for installing a lift
Playgrounds	Available for all pupils. Access is available without need for steps.

When a pupil's disability might prevent access to the curriculum, we seek to modify our approach to the curriculum or to alter our physical arrangements. Practical examples of how we achieve this have been:

- Providing pupils with physical disabilities with appropriately adapted or different activities within PE
  - Providing opportunities for individual additional support within and outside the classroom
  - Use of symbol systems e.g. Makaton, PECS
  - Providing tables of the appropriate height
  - Reorganising classroom layout to improve pupil movement.
3. An Accessibility Plan will be drawn up to cover a three-year period.
4. The Accessibility Plan will contain relevant actions to:
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.



5. The Action Plan for physical accessibility relates to the Access Audit of the School, which will be undertaken. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
8. The Plan will be monitored by Ofsted as part of their inspection cycle.
9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.



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Targets	Strategies	Outcome	Timeframe	Achieved
<b>EQUALITY AND INCLUSION</b>				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually	Start from Spring 2016
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	Ongoing	Ongoing
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Ongoing	Ongoing
To ensure child recovering from serious medical condition has minimal risk of contracting infections.	Parents to be reminded of need to inform school about infections that might cause problems. Care plan in place for child.	Child continues to make good recovery.	Half termly	Ongoing
<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows – Spring 2016	Modifications will be made to the school building to improve access.	Ongoing	After audit Spring 2016
<b>WRITTEN/OTHER INFORMATION</b>				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly	



**Curriculum**

Target	Strategies/Tasks	Timescale	Resources	Responsibility	Success Criteria	Monitoring
Ensure teaching staff have specific training on disability issues	<ul style="list-style-type: none"> <li>Audit of staff's current skills training and experience</li> <li>Staff access to appropriate CPD.</li> <li>Staff induction procedures include reference to disability.</li> <li>All TA'S to receive training in anaphylaxis and use of epipen</li> <li>Members of support staff to be first aid trained</li> <li>SENCo and school nurse to produce and distribute care plans for pupils who need them.</li> <li>SSA's and TAs are engaged in supportive visits from external agencies e.g. Speech &amp; Language Therapist, occupational therapist, educational psychologist, CAMHS, autism advisors.</li> </ul>	<p>On going Spring Term 2016</p> <p>As required</p> <p>All support staff trained by Autumn 2016</p> <p>ongoing</p>	<p>1x staff meeting</p> <p>Specialist nurses- half day training</p> <p>Speech &amp; Language Therapist</p> <p>Autism Training from Autism Support service</p>	<p>SENCos</p>	<p>Raised confidence of support staff and staff who are secure in their ability to enable pupils with learning difficulties and disabilities to access more of the curriculum</p> <p>All teachers aware of children in their class with care plans.</p> <p>TAs using the support and activity materials provided by external agencies to effectively assist their pupil to break down barriers to their learning.</p>	<p>Headteacher</p>
Create effective learning environments for all	<ul style="list-style-type: none"> <li>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> <li>Ensure all classrooms and resources are organised in accordance with pupil need.</li> <li>Seek issues and feedback from Parent and Pupil Surveys.</li> </ul>	<p>Ongoing</p>	<p>Time for teachers to put in place reasonable adjustments.</p>	<p>SENCos</p>	<p>Personalised support is well tailored to enable each pupil to engage with every aspect of the curriculum.</p> <p>Evidence from planning that opportunities for extending pupils in all areas of the curriculum are in line with revised objectives</p>	<p>Learning environment audits by Senior Leadership Team Lesson observations and planning.</p>
Ensure the new curriculum is fully accessible to pupils with any type of difficulty or disability.	<ul style="list-style-type: none"> <li>Consider alternative communication systems e.g.PECS</li> <li>Consider the way in which information is presented to pupils</li> <li>Consider ways in which pupils can communicate their ideas.</li> </ul>	<p>Ongoing</p>	<p>Speech and Language Therapist</p>	<p>Subject Leaders</p>		<p>Leadership Team</p>



Review PE Curriculum to ensure PE accessible to all	<ul style="list-style-type: none"> <li>Gather information on accessible PE and disability sport.</li> <li>Seek disabled sports people to come into school</li> </ul>	As required		PE Leader	Active Me sessions	
<b>Access to wider curriculum.</b> All school trips and visits to be accessible for pupils with learning or physical disabilities.	<ul style="list-style-type: none"> <li>Audit participation in extra- curricular activities and identify any barriers</li> <li>Ensure each new venue is vetted for appropriateness.</li> <li>Thorough planning.</li> <li>Risk assessments</li> <li>Investigate TA flexibility to cover extra -curricular activities if needed.</li> <li>School visits</li> </ul>	Ongoing  Summer 2016		DHT Humanities C.L.	All pupils able to access all educational visits and take part in a range of activities	SENCOs
Ensure that after school clubs and care provision facilities are accessible for all pupils	<ul style="list-style-type: none"> <li>Ensure access is available for all pupils including those with physical and sensory disabilities.</li> <li>Provide adult support if necessary</li> <li>Make physical adaptations as required</li> </ul>	Spring 2016  As required	Budget for clubs provision. New equipment as needed.	Leaders of After School Clubs		Headteacher feedback from parents and pupils
Attitudes  To promote positive attitudes to disability	<ul style="list-style-type: none"> <li>Review PSHE Curriculum.</li> <li>Involve local disability groups in assemblies and visits to school</li> <li>Regular items for newsletter for highlighting achievements of pupils with disabilities.</li> </ul>	Summer 2016  Ongoing		PHSE Leader and Headteacher		Headteacher
To meet the needs of individuals during statutory end of KS2 tests.	<ul style="list-style-type: none"> <li>Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc, will be applied for as needed.</li> </ul>	Annually			Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	