

ST. JOHN'S R.C.SCHOOL



Love One Another As I Have Loved You
John|15:12

Our school is a caring, safe place where everyone is equal. Inspired by the Holy Spirit and guided by the teachings of Christ, we know, love and respect each other. At St John's Catholic School we help one another to be the best that we can be.

ACCESS PLAN

PHYSICAL ACCESS

CURRICULUM ACCESS

ACCESS TO INFORMATION

2016 – 2020

<u>PHYSICAL ACCESS</u>

<u>TIMESCALE</u>	<u>TARGET</u>	<u>STRATEGY</u>	<u>OUTCOME</u>
<u>November 2016 – December 2020</u>	To ensure that the school and the LA are aware of the areas of the school premises where there are potential barriers to physical access. This will include indoor and outdoor facilities	Audit of Provision November 2016	Audit completed Progress to date: Disabled access through front door to all bar two of the classrooms and the hall. Disabled toilets easily accessible Disabled access to Early Years and EYU Playground Disabled car parking space and

	<p>To identify aspects of the school where there are particular barriers for pupils with sensory impairment</p>	<p>Investigate how children with sensory impairment cope in class and in other large group situations such as assemblies</p>	<p>dropped curb</p> <p>Advice from Specialists/ peripatetic hearing department sought and acted upon. Great care is taken to strategically place children with sensory impairment in class. Teacher leading assembly to wear radio microphone (if needed). Great care taken to ensure that children withdrawn from class work in an appropriate area e.g. Library, The Den, The Green Room</p>
	<p>To identify areas which cannot be made physically accessible.</p>	<p>All bar two classrooms and the Administrative area are accessible.</p>	<p>The fact that these two classrooms are not accessible to wheel chair users is not currently causing a problem in the school. Change of classroom to ensure all important areas are wheelchair accessible</p>

		<p>Ensure that 'Eagle's Wing' has disabled toilet to accommodate a wheelchair</p> <p>Make suitable alterations to accommodate a quadriplegic child</p> <ol style="list-style-type: none"> 1. Drop curb in Parking bay 2. Widen door in EYU and re-route EYU fence. 3. Erect shed to house equipment for disabled child 4. Build a covered walkway from the main school to Eagle's wing. <p>Diocesan grant £ 30,000</p> <p>To introduce new phone system to allow better contact between the admin block and Eagle's wing also EYU. (£1,500)</p> <p>Add hoist to Disabled toilet</p>	<p>Full disabled toilet in place</p> <p>Identified by Premises Governors –All works carried out</p> <p>Appropriate facilities in place</p> <p>All works carried out</p>
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		equipped to meet needs for September 2016	
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<u>Long Term</u>	<p>To review annually all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities</p> <p>To arrange suitable accommodation in the rest of Key Stage 1 especially in the light of admitted a wheel chair bound child</p>	<p>Ramp from meetings room to Year 2 classroom</p> <p>Large classroom for academic year 2016 / 2017 – this to ensure that disabled pupil plus classmates have a change of environment</p>	<u>Completed</u>
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CURRICULUM ACCESS

<u>TIMESCALE</u>	<u>TARGET</u>	<u>STRATEGY</u>	<u>OUTCOME</u>
<u>SHORT</u>	<p>To make all staff aware of the Inclusion agenda Setting suitable learning challenges Responding to pupils' diverse learning needs. Over coming potential barriers to learning and assessment for individuals and groups of pupils</p> <p>To ensure that all staff are aware of available specialist support.</p> <p>To identify INSET needs</p> <p>To carry out an audit of the wider curriculum e.g. clubs, visits, etc. to ensure that pupils with disabilities can participate</p>	<p>Staff meetings</p> <p>Appendix B completed.</p> <p>All to be made aware of available support</p> <p>Audit of activities</p>	<p>Greater staff awareness</p> <p>Strategies to enable full curriculum access for pupils with a range of disabilities to be identified</p> <p>Audit conducted. All children in Year 4 have the opportunity of attending a residential centre for one night.</p> <p>Further residential opportunities available if appropriate in years 5 and 6</p>

	if appropriate		
<u>MEDIUM</u>	<p>To look at potential intake for next year to identify training needs.</p> <p>SENCO</p>	<p>To provide access to training as appropriate.</p> <p>Non-contact time created to allow time for:</p> <ul style="list-style-type: none"> a. Meetings with external professionals b. Observations of children in class <p>Epi Pen training for staff as appropriate.</p> <p>Increase the number of First aiders in school</p>	<p>All staff feel competent and supported when dealing with a wide range of disabilities.</p> <p>First aid training for all TAs and all teachers with out current certificate</p> <p>Next First Aid training end of November 2016</p>
<u>LONG</u>	To develop and maintain the above on an annual basis.	To provide training as appropriate provided internally and by external agencies.	<p>School to have a wide range of teaching styles and resources available for all areas of the curriculum</p> <p>Review annually</p>

ACCESS TO INFORMATION

<u>SHORT</u>	To identify in consultation with external professionals, any materials and events where access to information may need to be altered in order to ensure that children with disabilities and / or parents have full access to information	See appendix C	A range of support services contacted as appropriate
MEDIUM	To audit current groups of children	Create appropriate means of communication as needs are identified	SENCO to maintain data base
LONG	To maintain above practice and review annually	Regular review of needs	Appropriate information available for parents

PHYSICAL ACCESS

APPENDIX A

STATEMENT	EVIDENCE	ACTION NEEDED
The size and layout of areas allows access for all current pupils, including classrooms, hall, library, ICT Suite,	All classes above minimum size. Hall can accommodate all pupils although numbers are growing.	Governors to monitor Ability to cater for all pupils in the hall monitored.

<p>sporting areas, social facilities, play areas</p>	<p>Hall sometimes used for indoor games – P.E. equipment inspected annually. Staff room and staff resource area improved. Playground extended and new markings added. Security fence erected</p>	<p>Continue with annual inspections. Ensure suitability of resource areas. Annual inspections by H&S team plus regular informal monitoring</p>
<p>Pupils in wheelchairs can move around school without experiencing barriers. Toilet facilities have adequate room. Showers are available</p>	<p>All bar two classrooms accessible These two classes now have a ramp to allow access Disabled toilets available No showers available</p>	<p>Consider rail for stepped area to the two Inaccessible classrooms Ramp added at opposite end</p>
<p>Pathways of travel around the school site are safe. Parking well signed</p>	<p>Pathways to playground widened. Parent waiting area widened Disabled Parking space designated All signage in place</p>	
<p>Emergency and evacuation systems inform all pupils Alarms have visual and auditory components</p>	<p>Termly fire drills. Teachers inform all pupils. Evacuation procedures clearly displayed in all areas of the school. Auditory alarm only for main school. Evacuation plan in fire plan for disabled pupil – See PEEP</p>	
<p>Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy</p>	<p>Wide corridors. Evacuation procedures clearly visible. Evacuation of visitors with special needs notice clearly visible in the foyer</p>	<p>Monitor</p>
<p>All areas to which pupils have access are well lit.</p>	<p>Adequate lighting in place and inspected annually.</p>	<p>Monitor</p>

Steps are taken to reduce background noise for hearing impaired pupils.	Hearing team liaise with class teachers and Senco. Children placed appropriately in class. TAs work in the library	Monitor
Furniture and equipment are selected, adjusted and located properly	All furniture at appropriate height	EYU toilets replaced New furniture provided in four class rooms

**PHYSICAL ACCESS
APPENDIX A**

STATEMENT	EVIDENCE	ACTION NEEDED
The size and layout of areas allows access for all pupils including Academic areas e.g. classrooms assembly hall, library. Sporting areas. Social facilities	Governors survey – all classes above minimum size. Hall meets fire regs, although numbers are growing . Hall used for indoor games – P.E. equipment checked annually.	Governors to monitor Ability to cater for whole school in the hall monitored. Continue with P.E checks

<p>Play areas</p>	<p>Staff room and staff resource area improved Playgrounds extended and new markings added Paths widened Security fence erected</p>	<p>Ensure resource areas do not become too cluttered. Annual formal monitoring plus incidental monitoring.</p>
<p>Pupils who use wheelchairs can move around school without experiencing barriers to access</p>	<p>All bar two classrooms accessible</p>	<p>Rail to be added if needed</p>
<p>Toilets have adequate room</p>	<p>Disabled toilets available</p>	<p>Flooring improved (non-slip)</p>
<p>Pathways of travel around the school site are safe</p>	<p>Regular monitoring by Premises governors and caretaker.</p>	<p>Paths widened</p>
<p>Area well signed</p>	<p>New flooring for EYU play area New signage at the front of the school</p>	<p>Spring 2014</p>
<p>Emergency and evacuation systems inform all pupils and staff</p>	<p>Fire drills four times per year.</p>	
<p>Alarms have visual and auditory components</p>	<p>Mainly auditory although a visual element has been added for the outside classroom</p>	
<p>Décor and signage are not confusing or disorientating for pupils with visual</p>	<p>Wide corridors – Fire exits clearly visible</p>	

<p>impairment, autism or epilepsy</p> <p>All areas to which pupils have access are well lit</p> <p>Steps are taken to reduce noise for hearing impaired pupils.</p> <p>Furniture and equipment are selected, adjusted and located properly. Eg. Low level sinks</p>	<p>Adequate lighting in place. This is checked annually.</p> <p>Hearing team liaise with staff. Appropriate positioning in class Withdrawn children work in Library or aquarium</p> <p>Most furniture at appropriate height – look to modernize some classes</p>	
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CURRICULUM ACCESS

APPENDIX B

STATEMENT	EVIDENCE	ACTION NEEDED
All staff have access to necessary training to support pupils with a variety of disabilities	OCC courses- advice from external agencies as appropriate. In house training	Monitor training needs
Classrooms are optimally organised for disabled pupils	Children with hearing difficulties seating appropriately Where accessibility a problem move classes to suit	Monitor and amend depending on the level of disability
Lessons provide opportunities for all	Planning, differentiation. IEPs class	Ensure rigorous monitoring

pupils to succeed	books, classroom monitoring	
Lessons are responsive to pupil diversity Lessons involve work done by individuals, pairs, groups and the whole class. All pupils are encouraged to take part in music, drama and physical activities.	As above	As above
All staff recognise and allow for the mental effort expended by some disabled pupils. All staff recognise and allow for the additional time required by some disabled pupils to use equipment as appropriate	SENCO/ external advice. Class room monitoring	As above
Disabled pupils who cannot engage in some particular activities are given alternatives. Eg pupils who cannot participate in physical activities.	Seek alternative provision where appropriate	Monitor
Access to ICT is appropriate for all pupils	fully equipped ICT suite IWBs in all classrooms. iPads also available Specialized equipment available for severely disabled child.	Monitor
School visits, where appropriate are made accessible to all children		Monitor
All staff have high expectations of all pupils. All staff seek to remove all barriers to learning and participation	Formal and informal class visits	Monitor

ACCESS TO INFORMATION

APPENDIX C

STATEMENT	EVIDENCE	ACTION NEEDED
The school liaises with LA services to provide information for pupils and prospective pupils who may have difficulty with standard forms of printed information	Informal meetings in school	
The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities	As above	
The school has and uses ICT facilities to produce appropriate written formats.	No current need for Braille assistance	Access to visually impaired service if necessary
Staff are familiar with technology and practices developed to assist people with disabilities.	Staff training	monitor