

**St Leo's and Southmead Catholic
Nursery and Primary School**



Nurture, Inspire, Succeed

Accessibility Plan

September 2021

Policy agreed (name): A Tambourini

Date: September 2021

Policy to be reviewed (Insert proposed review date): January 2024

Our Vision

As part of the St Leo's and Southmead family; our children are happy, resilient and successful. Our school community is enriched by positive role models who nurture and support; delivering a curriculum which embraces memorable opportunities and lifelong skills.

Our Promise

Nurture



We will provide a safe, warm and welcoming environment where everybody is valued

We will develop the whole child through our pastoral approach where inclusive attitudes are modelled every day

Inspire



We will celebrate the skills, talents and natural abilities of everybody in our school community

We will deliver exciting and memorable learning opportunities through our creative curriculum in order to provoke thoughts, dreams and life-long goals

Succeed



We will guide our children so that they are eager to exceed their full potential in all that they do

We will encourage confidence and risk taking through quality first teaching, effective feedback and challenge

Our Values

*Everybody is valued
We are all role models
Talents are celebrated
We never give up*

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this

general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body

The responsible body (in maintained schools this is the governing body) must prepare—

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,of information which is provided in writing for children / young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance;

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)
Reasonable adjustments for disabled pupils (2012)
Disability Discrimination Order (2006)
The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
The Children Act 1989 Guidance and Regulations Volume 2 & 3
DfES *"Accessible Schools: Planning to increase access to schools for disabled pupils"*
Health Standards (England) Regulations 2003

The School's Context

We are a maintained school for children / young people who age from 3 years to 11 years. The school comprises of 1 building covering a small site of storey construction.

In the years 2021/2022, we had 2 children / young people identified as having a disability under the given definition.

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **Headteacher**
- **SENCO**
- **Business Manager**
- **Site Manager**

Process

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan (and included it in the governors' report to parents).
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;

- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Other School Policies & Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy
- Behaviour Management
- School Development Plan

The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

Our Accessibility Plan is available on the School Website and paper copies can be requested at the school office.

AUDITS & ACTION PLANS

Access Audit

Date: January 2022

Lead member of staff: A Tambourini

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Party	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.				<p>Training in place for staff working in classes with children with disabilities and additional needs.</p> <p>SEND training up to date.</p> <p>Plan training for Equality Act and to share accessibility plan.</p>
All school staff and the governors have had access to training on disability equality and inclusion.				<p>Training available for Governors.</p> <p>Staff trained in line with needs of children they are working with.</p> <p>Inclusion training up to date.</p>
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.				In regular contact with H&S and OT to ensure children have the appropriate equipment and that classrooms are organised effectively.
Positive images of people with different abilities are apparent in the classrooms and the school generally.				Yes, as well as in displays around the school. This also forms part of our curriculum.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama				Yes, as standard in all areas of the curriculum. CASH documents ensure all lessons are fully inclusive.

and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.				
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.				Yes to all areas. Our Super Learning Powers actively encourage this and teachers plan for all opportunities within lessons.
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.				Yes, discussed at SLT as well as during inclusion meetings.
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people with Social Communication Difficulties.				Yes, monitored by SENCO and inclusion team. Meetings held termly with parents to discuss.
When renewing computer hardware and software, machines and materials are chosen to support children /				We have iPads for children with additional needs and purchase relevant software.

young people with a disability, e.g. vocalising braille, touch screen, assistive technology.				
Provision of laptops or e-devices are considered to aid recording and / or communication.				They are available but not used extensively.
School visits are subject to a regular review to ensure increased levels of access or alternative experience.				Yes, as part of our curriculum offer.
The school links with other schools to share good practice.				Southern area collaborative and Knowsley borough.
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.				To be developed further.
Access Arrangements are used when appropriate to support children / young people with accessing assessments.				Yes, applied for through DFE
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIASS, Early Help, etc.				Through SENDIAS and SENCO
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.				Mrs C Bland

Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.				Yes, reviewed annually and 'walk around' with OT in place for children with specific disabilities.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.				Linked to specific children.
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.				Linked to specific projects.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.				With support from OT
Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.				Yes. Termly fire drills take this into account as well as personalised evacuation plans.
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety				Yes. Termly fire drills take this into account as well as personalised evacuation plans.

from the effects of fire as all other occupants.				
<p>With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i>, there a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.</p>				<p>Medicines policy in place and protocols adhered to.</p> <p>Yes – space identified for changing and staff trained fully.</p>
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.				<p>Disabled parking available in staff car park.</p> <p>Pathways are checked every morning by site manager.</p>
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.				<p>Risk assessment in place for staff with disabilities.</p> <p>Access to work available for all staff who need it.</p> <p>Safer recruitment completed by HT and Business Manager.</p>
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and				Yes, with advice from OT and access to work.

advice sought from other agencies to take appropriate measures in the classroom.				
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.				Yes, and adapted where necessary.

Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.				Linked to individual need.
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud,				Adapted where needed and discussed at inclusion meetings as well as with parents and carers.

overhead projections and describing diagrams.				
ICT facilities are used to produce written information in different formats as appropriate.				To be developed based on purchase of new equipment.
<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p> <p>External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...</p>				<p>To be developed further.</p> <p>Yes, strong partnerships with multiple agencies.</p>
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.				<p>Complaints policy in place.</p> <p>Reviews undertaken regularly.</p>

Access Planning Template for Period 2020/21 – 2023/24

Lead member of staff: _____ Date: _____

Date of Review: _____

Name of Reviewer: _____

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

St Leo's and Southmead Catholic Nursery and Primary School will monitor the implementation of the plan and keep under review the access needs of the school.

Curriculum

	Focus/ Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation (RAG)
Short Term	Review all statutory policies to ensure that they incorporate inclusive practice and procedure	All statutory policies to be reviewed and updated where necessary	SENDCO Admin HT	Spring Half Term 2022	£0	All statutory policies will comply with equality act 2021
	To provide appropriate play equipment and continual provision for all children	Work to be planned and completed by Playsound	HT Site Manager Governors	End of Autumn Term 2021	£54, 000	Playground equipment accessible to all and quite areas provided
Medium Term	Technology to be used effectively to support children with disabilities	Audit of technology to be completed with new resources to be sourced where necessary	JMc SENCO ITD	Summer term 2022	£TBC	Software used is suitable for all children's needs
Long Term	Disability dimension throughout curriculum	Staff to identify if there is clear opportunity for disability to be present in	Class teachers SENCO	In place by Dec 2022 and ongoing	£0	Curriculum designed to incorporate understanding of disability – not just specific lessons

		teaching of all curriculum units. To be a part of short term planning process and KASH documents	Curriculum Leads			about disability
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Physical Environment

	Focus/ Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation (RAG)
Short Term	Language tools in place throughout the school to support children with disabilities	All written signs within and around school to be accompanied by a pictorial equivalent	Site Manager SENCO HT	End of Spring Term 2022	£TBC	All signage accessible for children with language and communication needs
Medium Term	To improve disabled changing facilities	Contact Cunliffs to arrange site visit and ascertain quoted Purchase hydraulic changing table Complete building works	SENCO HT Site Manager Cunliffs Builders OT	By Summer Term 2022	£3000	Changing and toileting facilities accessible for all children with additional needs
	To provide area for outside agencies and internal staff to work with individual children in order to address needs	Contact Cunliffs to arrange site visit and ascertain quoted Complete building works	SENCO HT Site Manager Cunliffs Builders	By Autumn Term 2022	£25, 000	Children with additional needs have designated space to access personal learning with specialist teachers
Long Term	Ramped access for wheelchair users on all external doors	Identify areas of need and arrange for site visit from surveyors. Quoted to be obtained	Site Manager Cunliffs HT	12 months	TBC	All external areas accessible for people with disabilities
			All teaching staff Curriculum leads	12 Months rolling programme	£0	

Organisation and Training

	Focus/ Objective	Action	People Involved	Timeframe	Cost	Outcome/ Review Evaluation (RAG)
Short Term	Training identified for staff working with children with specific disability	Dyslexia Training for all staff Autism training for all staff Makaton training for EYFS staff and others as needed	Teachers TAs HT External Training providers SENCO	To begin by December 2021	£TBC Through SLA	All staff working with identified children will be fully trained to address individual needs
Medium Term	Training in place for staff and governors regarding disability and inclusion	Staff meeting times to be arranged for training on updated disability and inclusion guidance	Staff Governors HT	Summer Term 2022	Staff meeting time	All stakeholders knowledgeable about disability and inclusion. Practice embedded throughout school.
Long Term	Team Teach in place for all untrained staff	Headteacher to arrange training by End of December 2022	All staff	December 2022	£TBC	All staff trained to deal with positive handling

Access Plan for Period 21/22 – 2023/24 (continued)

Additional Views from Consultation

Insert any other views of those consulted during the development of the plan.

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: HT and SENCO Date: September 2021

Period of Plan being checked; 2021-2024

Does the plan cover;	Yes/ No	Comments
Access to the Curriculum?	Y	
Access to the Physical Environment?	Y	
Auxiliary aids and services?	Y	
Teaching and learning practices?	Y	
Staff training?	Y	
Culture and ethos?	Y	
Provision of written information?	Y	
2. Are there targets that are;		
Short term?	Y	
Medium term?	Y	
Long term?	Y	
3. Are there clear strategies to ensure targets fulfilled?	Y	
4. Are there clear outcomes linked to the targets?	Y	
5. Is there a realistic time frame?	Y	
6. Are there indications as the resourcing of the plan?	Y	

Recommendations

Insert any recommendations made as a result of the checking exercise.