



**'Living, Learning and Growing in God`s Love'**



## **St John Bosco Catholic Primary School**

### **Accessibility Plan 2018-2021**

**Scheme runs for 3 years and then is renewed or revised**

#### **Introduction:**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

#### **Definition of Disability:**

Disability is defined by the Equality Act 2010: Part 2: Section A: The Definition A1: 'The Act defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental



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impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' S6(i)

### **The purpose and direction of the school's plan: vision and values**

At St John Bosco Primary School we are committed to giving all of our pupils every opportunity to achieve their full potential. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils matter. St John Bosco Primary School values and celebrates the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

We are committed to ensuring equality of education and opportunity for pupils and staff who have a disability and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of pupils and students with a disability is monitored and we use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At St John Bosco Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here

### **Assessing the Impact of our policies**

We recognise that all our school's policies have an impact on the participation and outcomes for pupils, parents/carers, staff and members of the local community with a disability. Existing and proposed policies are regularly reviewed. The programme to review the impact of policies is contained in our action plan.



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Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our pupils:

- girls and boys;
- minority ethnic and faith groups;
- pupils who need support to learn English as an additional language;
- pupils with special educational needs and disabilities;
- gifted and talented pupils;
- pupils who are vulnerable;

Information from pupil data and school audit

We currently have a whole range of pupils of all backgrounds, needs and abilities. At November 2019, we are supporting pupils and staff with:

- Type 1 diabetes • Asthma • Eczema • Hearing impairment • Speech and Language Delay • Global Developmental Delay • ASC • Allergies • Sensory difficulties • Visual impairment

We collect information from the Early Years settings, so that we are prepared for pupils when they arrive in school. We liaise with parents and professionals involved with the pupils throughout their time at St John Bosco Primary School to ensure we provide the right care for their needs.

### **The main priorities in the school's plan**

We take advice on support needed for pupils with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school. The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.

- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.
- Staff have training on specific medical concerns

**Accessibility Plan: May 2018 - May 2021**

<b>Aims/Specific Activities</b>	<b>a) Timescale/Personnel Resources</b>	<b>a) Impact/Milestones b) Monitoring c) Evaluation</b>	<b>Review</b>
<p><b>To develop vision and values that inform the accessibility plan</b></p> <p>Update our vision and values in the light of discussions with all stakeholders (including pupils, parents, staff and governors)</p> <p>To provide appropriate induction for all new staff and governors</p>	<p>Continue to develop annually through consultation with identified stakeholders and all staff</p> <p>SENCO to have 1:1 meetings with new staff/governors</p>	<p>SEND policy/Local Offer reflects values and ethos of all stakeholders</p> <p>Note are taken at meetings and shared with those involved</p> <p>Meetings/training notes are shared and available and evidenced in the SEND provision folders</p>	<p>SENCo HT SLT</p> <p>Annually in consultation with staff, parents and governors</p>

<p>Ensure that all appropriate staff and governors have appropriate disability awareness training</p> <p>Ensure that all children with SEND have participation in after school clubs and extra-curricular activities</p>	<p>Information about disability and SEND given to all staff</p> <p>SENCo/HT/ to undertake or approve risk assessments for SEND pupils to ensure full access to all school activities</p>	<p>Accessibility to all activities are monitored</p>	
<p><b>To develop data and information to support the Accessibility Plan:</b></p> <p>Ensure that data relating to SEND is up-to-date and accurate and regularly monitored, tracked and evaluated</p> <p>Undertake audit of census data to check reliability</p> <p>To gather information from parents/carers that would be useful in supporting children before starting at St John Bosco</p> <p>To use up to date speech and language data/targets to ensure accurate support</p>	<p>Continue to develop systems and routines annually</p> <p>Headteacher, SENCo, SLT, office staff and subject coordinators as required</p> <p>Data to be tracked termly</p> <p>Attendance data, SPTO, WellComm data, phonics screening information used to inform support through the provision map</p> <p>Information from parents to be recorded by the SENCo</p> <p>Speech and Language Enhancement Service used to support setting of accurate targets and support needed</p>	<p>Pupil progress can be analysed through the SPTO</p> <p>Provision map is monitored termly</p> <p>Pupils are tracked in their progress with interventions and this is recorded and analysed to inform future interventions</p> <p>All interventions are baselined on some form of data</p> <p>Pupils with disabilities are not excluded/show low participation in school events and data verified this</p> <p>Service is monitored annually to show effectiveness and used to inform future interventions and needs</p>	<p>SENCo HT SLT</p> <p>Termly pupil progress meetings with SLT to monitor accuracy and progress</p>

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<p><b>Views of those consulted on the scheme</b></p> <p>Carry out specific consultations with pupils, parents and staff relating to the inclusion of SEND in relation to accessibility</p> <p>Sandwell Well-being Charter Mark to promote accessibility of SEMH</p> <p>SMT to review accessibility of all pupils</p>	<p>Questionnaires disseminated to the relevant groups and analysed</p> <p>Charter Mark to be assessed externally and findings shared with relevant parties</p>	<p>Views of different groups will have an impact on accessibility</p> <p>Improved access through the participation of the Sandwell Charter Mark</p> <p>Analysis of provision map will show improved access and impact of interventions</p>	<p>SENCo HT SLT</p> <p>Awarded Sandwell Wellbeing Charter Mark</p>
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<p><b>To increase the extent to which disabled pupils can participate in the school curriculum</b></p> <p>Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels.</p> <p>Further training for staff in how to use formative/summative assessment to support the provision for SEND.</p> <p>Ensure that SEND are supplied with appropriate aids to allow for access to the school curriculum. Ensure that maximum use is being made of ICT to maximise progress and opportunity for all.</p> <p>Work with LA advisers, specialist teachers/community sports clubs to remove specific barriers for disabled pupils in relation to PE and outdoor activities where applicable.</p> <p>To work with our Enhanced Speech and Language service to</p>	<p>Monitoring from SLT through:</p> <p>Provision map Book trawls Planning Lesson observations IPM/annual review meetings Home-school diaries RWI impact Support staff observations</p> <p>Data analysis by SLT</p> <p>Use of reports on children to support inclusion</p> <p>Use of Broadband Sandwell to support ICT accessibility</p> <p>Subject leaders/ KS Coordinators</p>	<p>The curriculum is adapted and differentiated to meet the needs of all children</p> <p>No incidence of discrimination. Positive pupil outcomes. Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> <p>All staff are aware of the speech and language developmental targets to ensure good practice</p> <p>All staff up-to-date with medical procedures in line with Statutory/LA guidelines</p> <p>All staff to know how to support children who they work with/support</p>	<p>Annually by focus group.</p> <p>Monitored through termly progress meetings with SLT</p> <p>Regular staff meetings to update policies and procedures</p> <p>Good links made to community sports clubs for disabled pupils</p> <p>Enhanced Speech and Language Therapy purchased to support staff with the delivery of</p>
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<p>independence of all pupils with particular</p> <p>Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students.</p> <p>Liaise with LA/Inclusion Support to provide training in manual handling.</p>	<p>Inclusion Support/ SENCo</p>	<p>Monitor the physical environment termly</p>	
<p><b>Improving the delivery of written information</b></p> <p>Training for staff from the local authority in sharing written information in terms of form and content, considering Large print/ Widget signs/Communicate in Print, etc</p> <p>Written material for pupils available in alternative formats.</p> <p>Introduction of a visual timetable for all pupils across whole school</p> <p>Explore ICT solutions to information access with appropriate support services</p>	<p>Work with Inclusion Support: The Sensory Support Team (VI) / (HI).</p> <p>Time allocated to audit and plan staff meeting time; consultation time; and to train relevant staff</p> <p>Communicate in print</p> <p>School website to be accessible</p>	<p>Agreed how information is presented in different forms / formats. Changes in school Policy made. Wide variety of formats used to meet the needs of learners and wider stakeholders.</p> <p>Procedures in place and conforming to current H&amp;S policies and procedures.</p> <p>Signs in and around school give clear guidance to all children, staff and visitors.</p> <p>All school information available for all</p>	<p>HT SENCo SLT Staffing and Curriculum committee</p> <p>Annually reviewed and updated</p>

<p>where relevant, e.g. through pupil section of school website</p> <p>Signs to be clear and helpful to all users</p> <p>Make available school prospectus, newsletters and other information for parents in alternative formats</p> <p>Emergency exit procedures reviewed for those with SEND.</p>		<p>Able to provide written information in different formats as and when required for individual purposes</p> <p>Staffing and Curriculum committee.</p> <p>Curriculum committee and identified pupils in school, including those with SEND</p>	
<p><b>Management, co-ordination and implementation</b></p> <p>Identify available funding streams to increase access</p> <p>Identify links with agencies to promote disability equality</p> <p>Implement effective monitoring and evaluation of the scheme</p>	<p>Annual feedback regarding progress SLT, governors and parents</p> <p>Asthma/ Autism agencies /School Nurses/Sports club etc to promote disability equality</p>	<p>Improved outcomes for pupils and stakeholders as indicated in questionnaire data.</p> <p>Parental questions and visitor feedback information</p>	<p>Annually and in line with policy review</p>
<p><b>Making the scheme available</b></p> <p>Identify how to make plans and information for parents available in a variety of formats</p>	<p>Paper and P/C time for those wishing for a hard copy.</p> <p>Marvellous Me App</p> <p>School Comms access, etc.</p>	<p>Document is published on School Web Site. Document is available in hard copy on request.</p> <p>As part of on-going cycle of policy / scheme review.</p>	<p>Annually as progress is monitored, and actions are identified for the next cycle of the scheme</p>