



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



St John Bosco Catholic Primary School
Accessibility Plan 2021-2024
Scheme runs for 3 years and then is renewed or revised

Introduction:

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

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:

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

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.

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. We are supporting pupils and staff with:

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- Diabetes • Asthma • Eczema • Hearing impairment • Speech and Language Delay • Global Developmental Delay • Autism • Allergies • Sensory difficulties • Downs Syndrome • Visual impairment • Developmental Language Disorder

The school will act in accordance with its Admissions Policy. We collect information from the Early Years settings, so that we are prepared for pupils when they arrive in school. Prospective parents of children with EHCPs and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs. 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. Information will be used to ensure that all pupils, including those with SEND, will have appropriate access to all opportunities. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

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: September 2021 - September 2024

Aims/Specific Activities	a) Timescale/Personnel Resources	a) Impact/Milestones b) Monitoring c) Evaluation	Review
<p>To develop vision and values that inform the accessibility plan</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>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>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>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>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>Accessibility to all activities are monitored</p>	<p>Annually in consultation with staff, parents and governors</p> <p>SENCo EP SLT</p>
<p>To develop data and information to support the Accessibility Plan:</p>	<p>Continue to develop systems and routines annually</p>	<p>Pupil progress can be analysed through the SPTO</p>	<p>SENCo EP</p>

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<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>Executive Principal, 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>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>SLT</p> <p>Termly pupil progress meetings with SLT to monitor accuracy and progress</p>
<p>Views of those consulted on the scheme</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>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 continuous participation of the Sandwell Charter Mark</p> <p>Analysis of provision map will show improved access and impact of interventions</p>	<p>SENCo EP SLT</p> <p>Sandwell Wellbeing Charter Mark</p>

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SMT to review accessibility of all pupils			
<p>To increase the extent to which disabled pupils can participate in the school curriculum</p> <p>Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels.</p> <p>To develop the use of the Sunshine Classroom so that more children with SEND can access facilities and resources.</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</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 Data analysis by SLT 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>SALT/ SENCo</p>	<p>The curriculum is adapted and differentiated to meet the needs of all children</p> <p>More children to access the Sunshine Hub for a range of concerns, SEMH, Cand L, etc.</p> <p>More resources available through the use of the Sunshine Hub.</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>

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<p>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 increase the knowledge, understanding and opportunities for social interaction.</p> <p>Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.</p> <p>Review all out-of-school provision to ensure compliance with legislation</p> <p>Ensure up-to-date procedures and practices based on LA guidelines for administering Medication - School Nurse to support</p>	<p>Training from school nurse</p> <p>Staff meeting time</p>		<p>Enhanced Speech and Language Therapy purchased to support staff with the delivery of communication and Speech and Language programmes. Renewed annually - SLT to budget for Enhancement provision.</p>
<p>To improve the physical environment of the school</p> <p>Signs to be clear and helpful to all users. Consider the use of additional signage to support specific needs</p>	<p>HT, Health and Safety and Finance Committee meetings determine spending plans; priorities and time</p>	<p>Actions identified are delivered within the three year period identified.</p> <p>Lessons start on time without the need to make adjustments to</p>	<p>Executive Principal Site Manager SENCo Health and Safety Committee</p>

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<p>Organise classrooms optimally to promote the participation and 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>frames for completion. Dependent on training courses from H&S - LA</p> <p>Inclusion Support/ SENCo</p>	<p>accommodate the needs of individual pupils.</p> <p>Monitor the physical environment termly</p>	<p>Annual site walk to identify new developments.</p>
<p>Improving the delivery of written information</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>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&S policies and procedures.</p> <p>Signs in and around school give clear guidance to all children, staff and visitors.</p>	<p>EP SENCo SLT Staffing and Curriculum committee</p> <p>Annually reviewed and updated</p>

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<p>Explore ICT solutions to information access with appropriate support services 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>All school information available for all</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>Management, co-ordination and implementation</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>Making the scheme available</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>Teachers2Parents text 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>

Revised September 2021 To be reviewed September 2024