



ST.THOMAS OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Accessibility Plan

Date reviewed: October 2020

Next review date: October 2022

Mission Statement

We are a Roman Catholic Community committed to:

- Mutual respect, positive encouragement and participation.
- Recognising the different personal and educational needs of all pupils.
- The delivery of the full national curriculum together with a religious education syllabus approved by the Catholic Church.
- The highest standards of teaching, learning and performance.
- Maintaining a supportive partnership with parents, the parish, and the wider community.
- The professional development of all staff.

Introduction

Our curriculum is intended to inspire our children to become independent and
Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Purpose and direction of the school's plan: vision and values

The school subscribes fully to the concept of inclusion. There is equality of opportunity for all pupils to follow a full national curriculum timetable and to take part in extra-curricular activities and the full life of the school. The individual needs of all pupils at this school will be met effectively so that they benefit as fully as possible from the education they receive and fulfil their individual potential.

We recognise the individual needs of all pupils and maximise everyone's potential: every teacher shares these responsibilities. As many barriers to learning as possible for all pupils are tackled. Where pupils are disadvantaged staff undertake specialist training e.g. Dyslexia, ASD, ADHD, Hearing and Visual impairment.

Specialist learning resources are procured and structural changes undertaken if necessary. We aim to provide the correct environment for all our pupils to thrive and progress.

This school, with its supportive, integrated environment and in partnership with parents and governors, aims to maximise the self-esteem of all of its students. This, in turn, helps pupils to realise their potential.

Ethnic minorities represented in the school are small, and importance is placed on the multicultural work carried out throughout the school in assemblies and curriculum areas.

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We have a structured behaviour policy to which all staff contributed. A system of rewards, based on stickers, castle points, certificates and letters of praise to parents is in place. The behaviour policy is well understood and boundaries are clear.

Information from pupil data and school audit.

The school has space for 264 pupils on roll which includes our Nursery. There are 8 year groups based on an admission number of 30. The school has one year group which is a “bulge” class (two classes). Pupils come from a full range of housing from social housing to owner occupied.

Presentations of current SEN register (October 2020):

	Number of children identified
Statement of Special Educational Needs/EHCP	3
SEN Support	27
Total:	30
Percentage of school:	12%

The school is informed of pupils with any difficulties who may be wishing to attend the school by the LA, parents and sometimes by feeder pre-schools. Prior to pupils attending the school the SENCo and/or Head will meet with pre-school teachers, feeder pre-school SENCos and parents to discuss requirements, difficulties, support, etc. Visits to the school are made by pre-school pupils during the summer term prior to their attending school. Contact is also made with external agencies for data, information and to discuss pupils.

Teachers are informed of any pupil who may have a special need via the special needs register and by personal reference at the end of the previous term. For pupils who arrive part way through the year information is passed to staff via staff briefings and registers are updated. Specialist training, if required, may also be provided for all staff by external agencies.

Attendance:

Pupils with low attendance and persistent lateness have close supervision by the office staff and Attendance Officer.

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Examinations:

Access to internal and external examinations is available to all pupils. Anyone with difficulties could, dependent on need, use a laptop, have an amanuensis, a reader, a transcription, extra time, rest breaks, have exams completed away from peers etc.

Medication:

Any children who need medication in school are encouraged to be given this by parents on site. If this is not possible a care plan will be written and agreed. .

Small group work:

Small group work or 1-1 tuition takes place weekly to aid pupils with specific learning difficulties, handwriting difficulties, difficulties with speech and language, Numeracy, social skills, behaviour/emotional difficulties etc.

Bullying:

Pupils in school enjoy a safe and secure environment. We treat bullying as a serious matter. Pupils are encouraged to say if they are aware of bullying, and it will be dealt with immediately. A separate policy is in place.

Racism:

We rarely have racist incidents. All such incidents are recorded. All such incidents to date have been restricted to verbal abuse/comments. Again pupils are encouraged to report such incidents and we deal with them immediately.

Looked After Children:

The Designated Looked After Child Teacher (DLACT) is at present the Executive Head teacher, Mrs Clare Redmond and she is supported by a Deputy, Mrs Thomas (also the SENCo) and the Designated LAC Governor is Mrs Rushton.

Child Protection:

Child protection arrangements are in place and regularly reviewed by Governors and teaching staff. The Executive Head Teacher is the Designated Safeguard Lead. Her training is up to date and regularly reviewed. There is also one deputy in place who has undergone Safeguarding training. All staff receive annual refresher Safeguarding training in line with government guidance. Our safeguarding policy is reviewed annually.

Pastoral Care:

The children and staff have good working relationships and there is wide social and emotional support available within the school. Referrals are made to outside agencies when needed. Many of our TA's have been trained by the Educational Psychology Service to deliver and lead Social Skills groups.

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Health and Safety:

The school has regular health and safety checks by staff and governor representatives and a governor sub-committee meets regularly to monitor the situation. All staff members are aware of the need to report issues of health and safety immediately to the office. As part of the Health and Safety policy, all members of staff are regularly involved in risk assessments, for the school environment, outdoor activities and school visits.

A number of years ago the school was equipped with a disabled toilet and ramps on the outside of the school. This was to allow full access for wheelchair users to all downstairs areas of the school. We also check our environment and make adjustments for our children with visual impairments.

Teaching and Learning:

As part of the whole school professional development, lessons and staff are observed and supported by the leadership team and curriculum Leaders to ensure all pupils have full access to the curriculum. Outside agencies regularly visit the school and provide advice and support for staff.

The Leadership Team ensure all staff within the school have INSET and guidance on new policies, government initiatives, pupils difficulties etc.

Views of those consulted during the development of the plan

The school welcomes input from parents who have regular access to the staff and school. Attendance at parents' evenings is high and it is on these occasions that we receive most feedback, albeit verbal feedback. School reports give opportunities for parents to comment and we encourage parents to contact the school at any time should issues arise.

We hold constructive discussions with parents of children with Education Health Care Plans via the annual Person Centred Annual review. The SENCo attends Pupil Progress Meetings to monitor SEN and support teachers.

We receive very few complaints from parents with children in the school. However, when we do receive them they are dealt with promptly and by the most appropriate member of staff.

The SENCo has a good professional relationship with external agencies such as Educational Psychologist, Speech & Language, Visually Impaired, Hearing Impaired and Autistic Outreach and keeps in close contact with all.

There is capacity to make further improvements. Pupils' attitudes to Learning remain good, Leadership in the school remains committed to raising standards and providing high quality education for all our pupils. However, constraints related to poor funding levels means that the staffing ratio has been reduced.

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The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

All pupils initially follow the full curriculum, but adaptations to the timetable and levels of support are constantly reviewed by the class teachers and SENCO and changed if the need arises.

Learners are encouraged to take an adequate amount of physical exercise and to eat and drink healthily. Pupils are encouraged to have bottles of drinking water on their desks during lessons and to take 'little and often'. Facilities are also available in school for pupils to access drinking water and there are plans in place to improve this. School meals are healthy and nutritious and we have achieved Healthy School status.

We run a range of competitive sports teams and have links with other local schools, sports clubs and teams. Healthy eating is encouraged and promoted; the school nurse has advised some families who need further support to prevent their children from over-eating and indulging in a sedentary life-style.

Healthy lifestyles are encouraged through all relevant curriculum areas. This includes sex education in Yr 6, which is supported by the school nurse. This programme has now been extended to all groups in light of an update to the Catholic syllabus. Pupils are able to take part in a variety of extra-curricular activities and sports teams. Year 5 and 6 pupils are given the opportunity every two years to take part in a residential visit.

The school will continue to focus on a clear assessment of national curriculum levels and access for all of its pupils.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

In terms of buildings that are fit for their purpose there is some way to go. Extremes of temperature in the summer cause problems in some upstairs classrooms. The cost of new air conditioning is currently prohibitive and units are not necessarily energy-efficient.

Disabled access to upstairs classrooms would be an issue but this can be solved changing classes around as and when necessary.

Acoustics in some rooms could be a problem for hearing-impaired pupils; if the need arises, we would look to installing a microphone/amplifier system as provided and recommended by the Hearing Impaired Advisory Service.

The playtime bell can sometimes cause distress to children with ASD (it operates through the fire-bell and is extremely loud in some areas of the school). When finances allow, we would look to installing a separate system for playtimes etc.

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Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

Information for pupils with difficulties and information access for parents may be delivered in various formats depending on the need of the pupils and parents e.g.

- Large print
- Simplified or moderate language or diagrams
- Audio tapes
- Orally
- Differentiation of work
- In various formats – worksheets, notices etc
- On the school website
- By Email

Some of the areas that the Head and curriculum Leaders look at carefully are lesson observations, starters and plenaries of lessons, English and learning throughout the school, CPD needs for INSET training etc. in order to maintain support and consistency of Learning for all pupils within the school.

Identifying the appropriate format depends on the pupils' difficulties, their needs, subject level and content.

Making it happen

Management, coordination and implementation

The Governors and Leadership Team are aware of and have input into the school's accessibility plan.

The plan will be revised on a regular basis, taking into account the difficulties pupils have in the school or pupils who may be going to attend. This will be carried out by the Leadership team, SENCo, Governors, pupils and parents.

The evidence used to aid the plan will be looking at:

- SEN type of need for pupils on roll
- Effectiveness of the support for pupils
- SEN attendance percentages
- Effectiveness of Healthy schools

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- Reviewing report on acoustic and visual aspects of the school
- Type of differentiation for pupils
- EHCP reviews (when applicable)
- External agency reports and input
- Government and LA policies and initiatives.

The Governors and staff of the school are aware of and kept updated on SEN legislation.

The school co-ordinates and has close contact with many external agencies:

- Social Health and Care
- Health agencies: paediatrician, school nurse, physiotherapist, OTs etc
- LA agencies: Hearing and Vision Impaired Services, Speech and Language Service, etc.

The SMT and the SENCo are responsible for the implementation of the plan.

As a church school, some bids for funding may be submitted to the diocese for changes or repairs to the structure of the building. Other forms of funding come from SEN delegated funding, external agency support etc. The school will implement changes as required by pupils and staff need.

Getting hold of the school's plan

The plan is available in written form on request from the school.

Revised: October 2020