

Introduction

St. Wilfrid's Catholic Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place on 24 March 2015 and should be read in conjunction with the Access Audit.

Our special educational needs policy outlines the provision that our school has in place to support all our pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Head teacher to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision

- any decision to provide group teaching outside the classroom will involve the head teacher in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

3. Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.
- This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

Signed by

Head Teacher



Mr R Baker
Headteacher

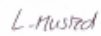
Date: September 2015

SENCo



Date: September 2015

Governor



L. Mustard

Date: September 2015

Priority Ratings

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

KEYS FOR COSTS

Budget costs have been included in the form of bands.

N - None M - Minimal OG - Ongoing Maintenance ST - Structural Change

Accessibility Plan St. Wilfrid's Catholic Primary School March 2015

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date Achieved
1.	Car Park	When you re- paint your disabled bay, use the guidelines provided here for correct marking.			X	N	2016	
2.		Install a sign at the entrance to the visitor's car park, directing to the location of the accessible parking		X		M	2015	
3.		Erect a sign immediately in front of your accessible place.		X		M	2015	
4.		Mark out a safe walkway in the car park.		X		M	2015	
5.	Outside Ramps	Ensure that the ramps are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition.	X			N	OG	
6.	Outside Steps	Install a further handrail to the outside steps. .Re- paint nosings on the top and front of each step to highlight them. Usually yellow paint is used.		X		M	2015	
7.	Entrances	Check the door closures regularly and alter accordingly. Because manual door closers are fitted to most of the entrance doors, make sure these are adjusted to provide the minimum force necessary to open or	X			N	OG	

		close the doors. Install automatic entrance doors if the budget permits.						
8.		It may be worth considering building a canopy at the main entrance for pushchairs.			X	ST	2016	
9.	Reception	Be prepared to offer a seat with arms if required for an ambulant disabled visitor.	X			N	OG	
10.		Ensure that missing bulbs and fluorescent tubes are replaced as soon as possible.	X			M	OG	
11.		Ensure that the reception window has a shelf fitted under the sliding window so that a person in a wheelchair can approach and sign any necessary papers.		X		M	2015	
12.		Consider a re-organisation of the layout of the school office.			X	N	2016	
13.		Ensure that corridors are kept clear and circulation routes should be kept clear of obstructions, such as sports equipment, deliveries, and stationery.	X			N	OG	
14.		Purchase a portable induction loop for the use of hearing impaired visitors/parents and display the sign.		X		M	2016	
15.		Plan to provide accessible parking in close proximity to			X	N	OG	

		the sports areas on an ad hoc basis						
16.		Replace classroom signage and introduce uniformity and tactile signage.		X		M	OG	
17.	Doors	Ask the caretaker to check every door for noise levels regularly and adjust accordingly when necessary	X			N	OG	
18.	WC's	As part of your ongoing maintenance programme change the turn taps where necessary, when the bathrooms are re-fitted.			X	M	2017	
19.	WC's provision for disabled users	Put signs indicating the location of the accessible toilets.	X			M	2015	
20.		Ensure that disabled toilet doors are signed.	X			M	2015	
21.		Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff. The alarm cord in the downstairs toilet is too short and a new cord should be fitted.		X		M	2015	
22.		Ensure that the coat hooks are at a suitable height so that they can be easily reached by a person in a wheelchair.	X			N	2015	
23.	Dining Area	Some thought is needed in improving this area. A possible			X	ST	2017	

		answer may be to use the main hall as the main serving point.						
24.		Find alternative storage area for the tables and chairs.		X		N	2015	
25.		Provide a seat with arms in the staff room.		X		N	2015	
26.	Means of Escape	Remove any obstructions on escape routes daily	X			N	OG	
27.		Ensure fire doors are in working order and there are no obstructions on the outside	X			N	OG	
28.		Provide wheelchair handling training to teachers and caretakers	X			M	OG	
29.		An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily	X			N	OG	
30.		Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required	X			N	OG	
31.	Outdoors	Provide some form of seating for the children and also purchase a suitable outdoor picnic table for wheelchair users such as the one shown here.		X		M	2016	