The Rosary Catholic Primary School

Aspire, Believe, Achieve: Together in Christ

ACCESSIBILITY POLICY AND ACTION PLAN 2024-2027

Review Date	October 2024
Next review due	October 2027
Reviewed By	F Bass R Shickle
Summary of changes	

Approved By:

Head Teacher …… Date ……

Chair of Governors …….. Date ……

Schools' Planning Duty

Schools' Planning Duty under the Equality Act 2010 schools should have an Accessibility Plan. 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-today activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. At The Rosary Catholic Primary School the plan will form part of the Building Contents Survey and will be monitored by the Executive Headteacher, Head of School and SENDCo., and evaluated by the Governing Body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

The Rosary Catholic Primary School is dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.

The Rosary Catholic Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

Aims and Objectives

Our Aims are to:

- increase access to the curriculum for pupils with a disability
- improve and maintain access to the physical environment and take advantage of education associated services
- improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- Disability Equality
- SEND Information Report
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Policy
- Local Offer
- Safeguarding Policy
- Health & Safety Policy
- Staff related policies, e.g. risk assessments, Derby City Council Return to Work Procedures

This plan will also be used to advise and inform future planning documents and policies.

We aim to ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

Physical Environment

The physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors. All corridors are wide and there are no issues for any person in a wheel chair. The building is all on one level and so in general does not cause any particular difficulties. There are three disabled people's toilets (one in the infant building and two in the junior building). The toilets for disabled people have a hand rail, an emergency pull cord and easy use taps. All classrooms have fire exits which can be used for all pupils.

Curriculum

With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments. The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, policies on the administration of medicines, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively. Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; wobble cushions, use of laptops etc.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed e.g. visuals.

Current Activities

At The Rosary Catholic Primary School we have close working relationships with different nurseries and secondary schools, and we ensure that transition arrangements are organised throughout the summer term before the child starts their new setting. This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings. The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability, working with Hounslow SEND Team, outside agencies, Health Professionals and Educational Psychology Services. The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding. We have strong systems in place to ensure that we meet the needs of all of our pupils including Provision Mapping (EduKey), which identifies children and interventions. These are produced and reviewed termly alongside whole school tracking systems.

All staff work together as a team to ensure strategies for improving pupils' behaviour and access to learning is effective. Our behaviour lead supports in classes and during unstructured times and is well-trained in supporting a range of needs. We also have access to ELSA in school.

The school also works closely with specialist services including:

Local Authority Provision delivered in school

- ASD Specialist & Advisory Teacher – as needed
- Educational Psychology Service
- Sensory support for children with visual or hearing needs – as needed
- SALT (Speech and Language Therapy)
- LAC (Looked After Children)
- Hounslow Early Help

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse – as needed
- Occupational Therapy – Kids in Sync
- Community Paediatrician (Child Development Team)
- CAMHs (Child and Adult Mental Health)

The school's governors, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- ✓ Specific medical conditions including asthma, eczema, diabetes, Maple Syrup Urine Disease
- ✓ Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- ✓ Autism
- ✓ Speech, language and communication needs (SALT)
- ✓ Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome

Please see the Local Offer and SEND Information Report on our school website for further information about the facilities and support currently on offer at the school

Review and Implementation

The Accessibility Policy is reviewed annually by the Governing Body, Executive Headteacher, Head of School and SENDCo.

Reviewed and re-written:
October 2024 – R. Shickle (SENDCo); F. Bass (Head of School)

The Rosary Catholic Primary School Accessibility Plan

Short-Term Targets

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITIES	SUCCESS CRTERIA
To comply with the Equality Act 2010.	• Review all statutory policies to ensure that they reflect inclusive practice and procedure	On-going	EHT, HoS, SENDCo All subject leaders Governors	• All policies clearly reflect inclusive practice and procedure
To identify pupils who may need additional provision to ensure smooth transition.	• Liaise with pre-school providers and secondary school providers to review potential intake each September • Liaise with SENDCos and DSLs to ensure clear transfer of records/information • Arrange multi-agency meetings where necessary to ensure the provision is suitable •Observe the child in their setting prior to attending our school • Any changes in pupil's needs identified within SENDCo progress meetings – termly and IEPs to reflect any needs identified • Meeting arranged with parents – information sharing/needs of the child- at least termly	Summer Term for transition and Autumn Term follow-up each September	HT SENDCo EYFS Leader Year 6 team	• Procedures, resources/equipment and strategies in place • Parents are kept informed o provision and consulted
To ensure all staff are fully aware of the needs of all pupils who have an EHCP/SEND support (long term objectives and IEPs)	• Transition meetings between staff in the summer term • Transfer of records / meetings with teachers and relevant staff • SEND Folders up-dated and to include all relevant documents/info. shared • Create and up-date provision maps showing the overview and individual pupil's needs • IEPs are c-produced by SENDCO and class teacher. Support staff have ready access to these.	Transition meetings at the end of year On-going meetings SENDCo	SENDCo All staff	• All staff are clear about their responsibilities in meeting pupil's needs • Individual Education Plans identified and on provision maps and/or IEPs where needed

	To access outside agency support/advice and on-going support for pupils with health needs. To improve access to the curriculum through the use of specialised equipment and resources following advice and support from outside agencies.	• Referral/consult to specialist support teachers Psychology Services, Health Team, SALT etc. for additional support and advice where needed • Consult regularly with parents for information sharing and discussion on targets/needs ASD, HI and VI needs met through access to specialised support and resources –regular support for identified children • OT/Physio and SALT programmes identified on provision maps and staff training taken place to deliver any specialised interventions/use of equipment	On-going updates and regular input throughout the year from outside agencies Termly meetings SENCo and EP/SALT/ STePs	SENCo All staff working with pupils with additional needs Specialist teachers and Psychology Services	• Pupils needs being met • Advice, strategies and targets given by outside agency support taken on board and making a difference to pupils and school in ensuring needs are met • Staff feeling supported in meeting the needs of all pupils • Range of equipment integrated into practice Parents feeling confident about the provision

	To review the attainment of pupils with SEND regularly through whole school tracking systems.	• Discussion to take place at pupil progress meetings on the attainment of all pupils on SEND support/EHCP • Attainment of SEND children over the year to be analysed termly and through IEP meetings (SENDCo) • Track small steps of progress using Pivats 5 • IEPs to reflect needs of pupils based on progress made	Min. of 3 x annual IEP meetings 1 x annual EHCP review 3 x termly SEND Progress Meetings – SENCo and teacher On-going	HT SEND Co	• Analysis shows that expected progress has been made by all pupils • Progress towards the IEP targets has been achieved. • Provision has been reviewed and amended based on needs of pupils
	To ensure parents are fully involved in the IEP process and understand how to support their child at home. To ensure that pupils are involved in their IEP targets and EHCP meetings (where appropriate).	• Minimum of 1 x termly meetings for IEP reviews/discussion on progress • Discussion on targets and parent views considered • Targets to be clearly identified on IEPs for parents to work on	Termly review of progress towards IEP targets given to parents New targets set and shared with parents termly.	Class teacher SENDCo Parents	• IEPs reviewed with parents and new targets shared • Parents understand targets and know how to support their child with at least one of the targets • All parents aware of the SEN needs of their child
	To attend LA meetings to ensure up-to-date with current legislation and LA guidelines	• Attend training • Disseminate to staff/SLT where appropriate • Involve parents where appropriate • Attend HCPP termly	On-going	HT/SLT SEND Co Governing body	• Course/meetings attended and disseminated to SLT • Governing Body kept up-to-date with any changes

Medium -term targets	To audit, and where necessary, improve/purchase quality resources and specialised equipment. To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/ meeting pupils' needs	• Budget allocated • Audit of resources and training needs • Up-date and invest in any new resources which offer greater access to the curriculum for identified children across the school • Staff training identified – internally and externally	Autumn Term Review – ongoing basis	HT SENDC o All staff	• Access to the curriculum improved through the use of good quality resources, interventions and adaptations
	To begin to develop attention autism intervention (e.g. bucket time) for identified pupils	• Provide training for those necessary staff • Ensure there are resources available for the intervention- manage budget	On-going Key adults	SENDCo	• Attention Autism adopted as appropriate • Staff confident in running and assessing through Attention Autism
Long -term targets	To continue to audit, review and develop staff expertise based on the needs of the school.	Identify training needs • Seek out appropriate training (internally/externally) and prioritise who, what, when etc.	Annually	SENCo	Identify training needs • Seek out appropriate training (internally/externally) and prioritise who, what, when etc

Short-Term Targets	Aim 2: To improve the physical environment of the school				
	TARGET	**STRATEGIES**	**TIMESCALE**	**RESPONSIBILITIES**	**SUCCESS CRTERIA**
	To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils	**Indoor** • Identify needs of new in-take and make reasonable adjustments to the physical environment • Assess needs of pupil and plan for smooth transition • Plan classrooms accordingly • Maintain good working order of all disabled toilets and facilities **Outdoor** • Maintain good up-keep of all areas to allow easy access • Pupil questionnaire - Seek pupil views through School Council on improving play areas • Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes	On-going	EHT HoS SBM Governors SENDCo Site team All staff	•The environment is suitable for disabled children entering school • Classroom environment is accessible and meeting the needs of pupils wherever possible
	To ensure risk assessments are in place for key pupils	• Up-date Risk Assessments for all pupils and share with staff • Monitor risk assessments and adapt if needed to meet children's needs	Annually and regularly	HT SEND Co All staff	• All staff aware of risks and pupils safely accessing the curriculum and school grounds • Risk Assessments are understood and followed up

Medium -term targets	To ensure classroom environments meet the needs of pupils.	• Environment monitoring to take place on a regular basis. • Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions, mini observations etc. • Needs of the child to be carefully thought through and classrooms adapted accordingly • Seek views of children	ongoing basis	HT SEND Co All staff	• Access to the curriculum improved through the use of good quality resources, interventions and adaptations
Long -term targets	To continue to develop the playground facilities for all children. To ensure path ways are appropriate for wheelchair access.	• Look for funding opportunities • Regular checks and maintenance • Site manager to report any problems	On going	HT SEND Co Governing body Pupil & Parents	• Inclusive child-friendly play areas. • Wheelchair access maintained around the school grounds
	To provide a wider range of play resources for lunchtimes to support a range of different play types and ensure all children have the same opportunities to them	• Invest in new resources which promote play opportunities	On-going	SENDCo SLT SBM	•All children will enjoy their playtimes by engaging in a wide range of play opportunities •Resources are used and are accessible for all

Short-Term Targets	Aim 3: To improve the delivery of information to disabled pupils and parents				
	TARGET	**STRATEGIES**	**TIMESCALE**	**RESPONSIBILITIES**	**SUCCESS CRTERIA**
	To up-date records to ensure school is fully aware of any disabled children/parents and their needs.	• Office staff aware of parent's needs as notified and adapted material on request • The school will make itself aware of the services available for converting written information into alternative formats e.g. larger fonts on newsletter • Health Care Plans kept up-to-date – access to all and kept in the same place • Up-date Medical forms regularly – all classrooms to have medical records and one page profiles in their green folders • Up-date SEND forms in line with guidance	Annually	EHT, HoS Governors SENDCo Office team All staff	• All staff aware of the needs of the school • Records up-to-date • Parents report they are well informed

Medium -term targets	To continue to up-date and improve the school website to ensure information is fully accessible.	• Website redesigned/developed and improved over time • Checklist completed for all relevant information that needs to be on the website – annual website compliance audit • Ensure parents are fully aware of the information available on the website	On going	EHT, HoS SEND Co All staff	• Website up-dated and all relevant information available and up-dated regularly • Friendly/easy to access website • Website used by parents
	To use Parent Hub to communicate with parents regularly, share information and send over specific files when needed	• Connect all families to Parent Hub and relevant staff to each class	On going	SENDCo All staff SLT	• All parents are connected and use the app for information
Long -term targets	To continue to meet any specific future needs of pupils/families within school	• Assess needs and plan accordingly • Identify any specialised support needed and seek advice • Add to provision maps/risk assessments etc. • Staff awareness and training where needed	On going	Whole school	• Needs of pupils met where ever possible