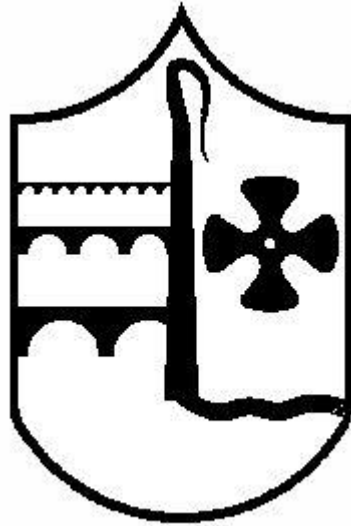


St Cuthbert's RC First School



*In God's Family
We love
We grow
We learn*

Accessibility Plan 2020 - 2023



Chair of Governors: *B Simpson*

Head teacher: *C McGregor*

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St. Cuthbert's First School Accessibility Plan – 2020-2023

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1. Vision Statement:

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-to-day 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. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St. Cuthbert’s First School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At St. Cuthbert’s First School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The St. Cuthbert’s First School. Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) 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.

3) St. Cuthbert’s First School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) This 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 practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) This Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Equality Policy
- Health & Safety Policy
- Equality Objectives
- School Development Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior

to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils,**

Our objectives are detailed in the Action Plan below

3. Current good practice

We ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability at the start of every school year, as part of a survey of parents' views, or in conjunction with parent consultation.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access at the moment. A good acoustic environment is provided for hearing impaired pupils, within a small, intervention room, accessible to all.

Curriculum

There are no areas of the curriculum to which disabled pupils have limited or no access. We strive to ensure no issues affect participation of disabled pupils in any part of the school curriculum and ensure a range of role-models are advocated at every opportunity.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others if necessary. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff when needed.

4. Access Audit

The school is a two storey building with wide corridors and several access points from outside. EYFS, KS1& KS2 areas are all on the ground floor. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. Some entrances to the school are either flat or ramped. The main entrance features a secure lobby. There are disabled toilet facilities available outside the Hall. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

The school also has an additional small classroom which is currently used for 1:1 interventions. This is predominantly used by the two hearing impaired children on role, as it is a quiet space with good acoustics. Additional radio aid equipment is used by both pupils in all areas of the school to help facilitate their hearing.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

6. Action Plan

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

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with other Nursery providers to review potential intake for Sept	To identify pupils who may need additional to or different from provision for Sept Intake	Every year Spring/Summer term	HT EYFS teacher	Procedures/equipment / ideas set in place by Sept of starting year
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Annually	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Throughout	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel		HT TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all	Outside Play visits; Employment of specialist advisory teachers; CPD for	Ongoing	Teachers	Advice taken and strategies evident in

	children.	staff and: <ul style="list-style-type: none"> A differentiated curriculum with alternatives offered. The use of PIVATS to assist in developing learning opportunities for children and also in assessing progress in different subjects A range of support staff including trained teaching assistants Multimedia activities to support most curriculum areas Use of interactive ICT equipment Specific equipment sourced from occupational therapy – e.g. sloping desk aids 		SENDCO The Grove Special school Ed Psych TOHIC SALT CYPS	classroom practice. ASD children supported and accessing curriculum.
	EHCP coronavirus Risk assessments completed	Identify risks and needs – pass information to children moving to Middle School in Sept 2020	Completed Summer term 2020 – reviewed Sept and every 6 weeks	HT / SENDco / Class teachers	the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting the ability of the individual's parents or home to ensure their health and care needs can be met safely the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered.
MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEND pupils.	SENDCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Half –Termly / As needed Termly As needed	Class teachers SENDCO - KM SEND governor - PJ	Progress made towards IEP targets Provision mapping shows clear steps and progress made

	To monitor attainment of most able pupils	Most able pupils identified and tracked by all staff and monitored	Half termly progress meetings Steering group meetings	SEND Class teachers Steering group	Most able children making proportionate progress. Achieving above average results
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	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p> <p><i>During COVID-19 pandemic the appropriate cleaning products purchased for radio mics etc</i></p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Radio aids for hearing impaired children <ul style="list-style-type: none"> • A classroom space where hearing impaired children can work/access specific support • Wheelchair access • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	As needed	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT Governors	All children making good progress.
	To deliver findings to the Governing Body	Strategic group meetings SEND governor meetings	Termly SEND Governor / SENDCO meetings	SENDCO SLT/SEN D Governor	Governors fully informed about SEND provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	As needed	SLT Governors	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play Areas – <i>soft furnishings have been removed at present due to COVID-19</i>	Review half termly	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IEP process if needed • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

		ensure they are met in all events.			
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher Occupational health	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children if needed • offer a telephone call to explain letters home for some parents who need this • adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve community links	<p>School to continue to have strong links with schools in Berwick Partnership and Northumberland Local Authority and the wider community.</p> <p>2x per year our hearing impaired child will take part in 'Deaf friends day' at the Berwick Library – <i>TBC in light of Coronavirus</i></p>	<p>Ongoing</p> <p>2x per year</p>	<p>SLT</p> <p>All staff</p> <p>TOHIC & 1:1 TA's</p>	<p>Improved awareness of disabilities/the wider community of Berwick Upon Tweed and the world and their needs</p> <p>Support for families / community cohesion</p>
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages	Ongoing	<p>SLT</p> <p>Governors</p>	<p>No accidents</p> <p>Wide paths accessible around whole school site</p>

Aim 3: To improve the delivery of information to disabled pupils and parents.

[illegible]

		meetings <ul style="list-style-type: none"> • Annual reviews • IEP meetings • Medical forms updated annually for all children • Personal health plans (PEEPS) • Significant health problems – children's photos displayed on office notice board / info kept in separate file in staffroom 		SLT School administrator / Medical co-ordinator	
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected	Record keeping system to be Reviewed – PIVATS tracking system to be added onto SIMs system.	Continual review and improvement	SLT	Effective communication of information about disabilities throughout school.