

Accessibility Plan

Including:

- ✓ Disability Equality Scheme / Disability Accessibility Plan for Pupils

Policy Start Date	Policy Review Date	Frequency	Committee / Governor Responsible
Spring 2022	Spring 2025	Every 3 Years	Curriculum & Personnel Committee (C&P)

1. Designated SENCO	2. Deputy Designated SENCO	Nominated SEN Governor
Mrs Dawn Whitehouse	Deacon Tito Pereira	

Introduction

This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality act 2010 and the SEND Code of Practice 2014. This plan will be reviewed regularly and will be updated every three years. This plan complements our SEN information Report, Equalities Policy, Supporting Medical Needs in School, Intimate Care and Child Protection policies.

Definition of Disability under the Equality Act 2010 states that a person has 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.'

St Anselms Primary School recognises its duty:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less-favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.
- The Governing Board of St Anselms Primary School recognises its duty 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.

St Anselms Primary provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

What do we do to collect information about our children?

- We collect information from Early Years settings and any previous schools, so that we are prepared for children when they arrive in school.
- We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.
- Home visits are undertaken for all children beginning Nursery and Reception and if any children have additional needs the LA and health advisers are contacted for support and guidance.
- Transition meetings are held between class teachers each year.
- Staff are trained in the use of auto-injectors and asthma inhalers
- Members of support staff in the Early Years have current Paediatric First Aid qualifications.
- All pupils with an identified special educational need have a Learning Plan.
- Health Care plans are completed for all children with medical needs and stored electronically.
- Imitate care plans are completed for those who need personal care.

School Population

We have children with the following disabilities on roll,

- Diabetes
- Asthma
- Eczema
- Epilepsy
- Hearing impairment
- ADHD
- Autism
- Dyslexia
- Auto-immune diseases, such as coeliac disease

Access Audit

We take advice on support needed for children 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:



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- The school draws on the expertise of external agencies to provide specialist advice and support.
- The Deputy Head and the SENDCO have an overview of the needs of pupils. In particular, SENDCO, children with Special Educational Needs and DHT, those with medical needs.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.

The three areas considered in the action plan are:

a) Increasing access to the school curriculum

This includes teaching and learning and the wider curriculum of the school including co-curricular activities, educational visits.

Improving the quality of learning and teaching lies at the heart of the school's work. Through self-review and professional development, school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all pupils. We aim to meet every pupil's needs within inclusive classes. Each term there is at least one dedicated whole school training on Special Educational Needs. Other training is arranged for staff based on individual pupil needs.

St Anselms Primary has set the following overall priorities for increasing curriculum access:

- Early identification and assessment of children's needs and expertise sought to support the children in school from parents and practitioners.
- Staff training on specific learning needs e.g. dyspraxia, autism, ADHD, mental health including behaviour and attachment.

b) Improving access to the physical environment of the school.

This includes improvements to the physical environment of the school and physical aids to access education.

St Anselms Primary will take account of the needs of pupils and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises.

Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also



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include the allocation of equipment for staff.

Previous adaptations made to the school:

- Staff trained to support children with medical needs
- Provision of a disabled parking bay on site
- Purchase of accessible technology

c) Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.

In planning to make written information available to disabled pupils and/or parents we will establish the exact need and then meet it. We will use Local Authority expertise and support agencies as well as its own ICT infrastructure to access a range of materials supportive of needs.

Teaching and support staff will always need to be sensitive to presenting materials to children in appropriate formats.

The school makes its accessibility plan available on the school website and in different formats such as large print upon request.



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Appendix: 1 – Delivery of the Curriculum

Delivery of the Curriculum			
Targets	Strategies	Outcome	Achievement
To develop CPD to ensure staff are knowledgeable in terms of pupils with a range of disabilities and strategies to support them	*Staff training needs identified (CPD programme and Appraisal) INSET; school nurse; Borough Advisors; Educational Psychologist	*All teachers meet the requirements of disabled pupils needs with regards to accessing the curriculum * Monitored by HT, SENCO & DSL and DHT.	Increased access to an appropriate curriculum for all pupils
All out of school activities are planned to ensure the participation of the whole range of pupils	*Review all out of school provision to ensure compliance with legislation	*All after school activities and class trips will be in an inclusive environment and if outside providers are used they will comply with all current legislative requirements. * Monitored by HT, SENCO & DSL, DHT & SBM.	*Increase in access to all school activities: trips, residential visits, extended school activities and sporting events for all pupils.
To ensure classrooms are organised to promote the participation and independence of all pupils	*Review layout of furniture and equipment to support learning of all pupils.	*Lessons are accessible to all pupils. * Monitored by HT, SENCO & DSL and DHT.	*All pupils able to participate in all activities
Training for Governors in terms of raising Awareness of Disability issues	*Provide training for Governors	*Whole school community aware of issues relating to access. * Monitored by HT, SENCO & DSL, DHT, SEN Governor and Chair of Governors	*Inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	*Review needs of pupils within each class Ensure staff skills are matched to pupil needs	*Pupils needs are met through effective deployment of skilled support staff * Monitored by HT, SENCO & DSL and DHT.	All pupils are supported to achieve their full potential.



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Appendix: 2 – The Physical Environment of the School

The Physical Environment of the School			
Targets	Strategies	Outcome	Achievement
Approach to School	Drop kerbs, traffic calming and pedestrian crossings	*LA to meet the requirements of disabled pupils needs with regards to accessing the School. * Monitored by HT, SENCO & DSL, DHT, SBM, Site Manager, SEN Governor and Chair of Governors.	*Improvement to be made where possible within the Local Authority (LB Ealing) budget with a focus on: - Increased safe access to School.
Outside Area	Access to School: *Car parking *Pedestrian * External steps	*Car parking improved with increased designated spaces for disabled. *Improve accessibility from car park to School along pathway via magnetic lock doors. *Assess action taken when required (ramp where necessary for access.) * Monitored by HT, SENCO & DSL, DHT, SBM, Site Manager, SEN Governor and Chair of Governors.	*Improvement to be made where possible within the allocated School budget with a focus on: Safe access to the School building from: - car park - pedestrian access - external steps
All Areas	*Signage *Where possible widen doors * classroom furniture layout to increase access	* Improved: - Signage - Where possible widen doors & - classroom furniture layout to increase access *Assessed action taken when required. * Monitored by HT, SENCO & DSL, DHT, SBM, Site Manager, SEN Governor and Chair of Governors.	*Improvement to be made where possible within the allocated School budget with a focus on: - Signage - Where possible widen doors & - classroom furniture layout to increase access To ensure safe access to the School building & around all areas.
Corridors	*Signage *Observe fire exit routes	* Improved: - Signage - Fire exit routes Assessed action taken when required. Monitored by HT, SENCO & DSL, DHT, SBM, Site Manager, SEN Governor and Chair of Governors.	*Improvement to be made where possible within the allocated School budget with a focus on: - Signage - Fire exit routes (internal / external steps) To ensure safe access from the School to the playground:



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The Physical Environment of the School

Targets	Strategies	Outcome	Achievement
Main buildings / Hall	*Toilets *Hall / Classrooms	*Assessed action taken when required. Monitored by HT, SENCO & DSL, DHT, SBM, Site Manager, SEN Governor and Chair of Governors.	*Improvement to be made where possible within the allocated School budget with a focus on: - Safe access to the toilets - Installation of a "loop system"



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Appendix: 3 – Provision of Information in Other Formats

Provision of Information in Other Formats			
Targets	Strategies	Outcome	Achievement
Availability of written material in alternative formats	*The School will make itself aware of services available through the LA for converting written information into alternative formats when necessary.	*The School will be able to provide written information in different formats when required; such as use of large print, contrasting colours or augmentative communication. *All School information available on website also available in hard copies. * Monitored by HT, SENCO & DSL, DHT & SBM.	*Specific adjustments to be made when necessary, including on request, to ensure: - Increased access to written material in alternative formats.
Review documentation with a view of ensuring accessibility for parents with visual impairment.	*Review all current School publications and promote the availability in different formats for those that require it.	*The School will be able to provide written information in different formats when required; such as use of large print, contrasting colours or augmentative communication. *All School information available on website also available in hard copies or appropriate medium to ensure accessibility for parents with visual impairment. * Monitored by HT, SENCO & DSL, DHT & SBM.	*Specific adjustments to be made when necessary, including on request, to ensure: - Increased access to written material in alternative formats.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	*Get advice from the Borough (LB Ealing) on alternative formats and use of IT software to produce, adapt and customise materials.	*The School will be able to provide written information in different formats when required; *All documentation will be available through an appropriate medium to ensure accessibility for pupils with visual impairment. * Monitored by HT, SENCO & DSL, DHT & SBM.	*Specific adjustments to be made when necessary, including on request, from EP, LA, HT, SENCO, parent or pupil, to ensure: - Increased access to written material in alternative formats.
Raise the awareness of adults working at the school on the importance of using a range of communication systems according to individual need.	*Environmental checklist audit by SLT *Inclusion CPD, including functional language. *Advice from SLT	*The School will be able to communicate in different ways when required; including functional language. * Monitored by HT, SENCO & DSL, DHT & SBM.	*CPD Training to ensure adults working at the school understand & promote their role and responsibility with a specific focus on: - Inclusion - Disability Equality - Disability Accessibility



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Headteacher:	<i>T Pereira</i>	Date:	Spring 2022
Chair of Governing Body:	<i>G.M. Wickham</i>	Date:	Spring 2025