



# 'LEARN TO LOVE, LOVE TO LEARN'

## School Accessibility Plan 2016-18

### Introduction

**St Anne's is an inclusive community that welcomes and supports pupils with medical conditions/disabilities.** This school provides all pupils with any medical condition or disability the same opportunities as others at school. In line with our Mission Statement, it is the responsibility of the whole school community to implement this scheme.

Schools and LAs need to carry out accessibility planning for pupils with disabilities. These are the same duties as previously existed under the Disability Discrimination Act & have been replicated under the Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) which requires governors to:

- \* promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- \* prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body of St Anne's will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- \* increasing the extent to which disabled pupils can participate in the school curriculum;
- \* improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- \* improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified. In drawing up the plan, the school has set the following priorities:

- \* to provide safe access throughout the school for all school users, irrespective of disability.
- \* to ensure that the teaching and learning environment and the resources used are suitable for all staff/pupils, tailoring the requirements to suit individual needs,
- \* to provide training to staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

We are committed to equal opportunities and inclusion and this plan should be viewed alongside our SEND Policy and Safeguarding Policy.

A disabled person is defined as: "someone who has a physical or mental impairment which has an effect on his/her ability to carry out normal day-to-day activities." The effect must be

substantial, long-term and adverse and covers physical disabilities, sensory impairments and learning disabilities.

As stated in the introduction, as a school we have to consider:

- \* Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
- \* Improving the physical environment of the school - such as ramps, handrails and physical aids eg specialist desks, IT equipment.
- \* Improving the delivery to disabled pupils of information already provided to pupils who are not disabled - for example large print, Braille or providing information orally.

Our **SEND Policy** ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Additional Needs Service, the SENCo/Inclusion Managers manage the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school works closely with specialist services including: Hearing Impairment Service, Occupational Therapy, Physiotherapy, Speech & Language Therapy, The Bridge Centre, Lansbury Bridge, LASC and the EAL Service.

In order to improve access to the physical environment of the school, our aim is to continue to enhance the environment to meet the needs of all pupils and ensure they have access to all aspects of educational provision.

To improve delivery of information, we will work with LA Services to convert written information into alternative formats and present information orally to parents and pupils.

## Access Improvement Plan:

Priority	Lead	Strategy/Action	Resources	Time	Success Criteria
Appropriate use of specialised equipment to benefit individual Pupils/staff	Inclusion Team	Use of iPads for pupils with specific recording difficulties. Sloping boards, foot rests etc for pupils with fatigue or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils/pens or specific grips for pupils with motor control issues.	Equipment as listed	In place & on going	Increased access to curriculum
Training for staff to support children with physical or mental health needs	Inclusion Team	Staff Training: whole staff - 'conversation' training to support mental well-being. Specific training for 1:2:1 support staff and Pastoral Team working in C@SA On-going training for staff: ASC, Speech & Language	Training Budget - Including Twilights	In place & on going + (Jan'17)	Needs of all learners met
Ensure all pupil entry points are wheelchair accessible	HT & Governors	Rolling programme to enhance KS1 entry points & consider feasibility of access to first floor KS2 classrooms	Funding from Archdiocese	2016-18	Physical accessibility of school increased
Availability of written material in alternative formats	HT Gnetix	a) Update website to ensure compatibility with Smartphone devices b) Liaise with LA for translation/Braille where appropriate	SLA with Gnetix	Autumn '16	Website viewable on all hand-held devices Written information available in alternative formats

Improve educational experiences for visually impaired children	HT	Ensure blinds are effective in all classes - reduce glare	Maintenance Costs	Autumn '16	IWB more easily seen & learning experiences enhanced
Improve the quality of provision for children with specific special needs	HT EYFS Lead	Provide a tranquil space/nurture room for pupils who are over stimulated by EYFS provision	Cost of decoration/resources	ongoing	School experience enhanced for specific pupils
Maintain safe access around exterior of school	HT David Platt	Ensure pathways are kept clear - ensure grounds maintenance prioritise specific areas	Cost included in SLA	ongoing	Unhindered access along exterior paths

Key: Increase extent to which disabled pupils can participate in the school curriculum

Improve the environment of the school to increase the extent to which disabled pupils can access education/services

Improve the delivery of written information to disabled pupils