

St Vincent de Paul Catholic Primary School

Accessibility Policy



*"We are called to be the hands and face of Jesus
as we learn, love and grow together"*

This school policy has been draw up using advice from Department for Education and Employment, *Guidance on First Aid for Schools (2014)* and Department of Health, and *Managing Medicines in Schools and Early Years Settings (2015)*, as well as Hertfordshire County Councils' Health and Safety Guidance "*First aid arrangements in Educational Establishments*" (March 2016).

Signature:

Chair of Governors

Last reviewed: Summer 24
Due to be reviewed: Summer 25
Reviewed by the Safeguarding Committee

Ratified at Full Governing Body meeting:
Date ratified: 2nd July 2024

Accessibility Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At St Vincent de Paul Catholic school we respect and value diversity, encouraging an inclusive culture and ethos. The governing body of St Vincent de Paul Catholic School are actively working to achieve fairness, accessibility to facilities and equality for all users of the school site.

The plan is available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, students and the Governors.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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

- Behaviour Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Supporting pupils with medical conditions policy

The Accessibility Plan is monitored by the Governing Body, in particular the Resources Committee.

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing current reasonable adjustments as well as recommendations on how the school will address the priorities identified in the plan.

Action Plan

Audit of existing provision: Before restructuring this accessibility plan format, the 'Identifying Barriers to access' audit in the Hertfordshire SEND toolkit was completed.

The new structure of the accessibility plan has been based on the Hertfordshire SEND toolkit recommended 3 section breakdown. The strengths identified in the audit for each subheading have been listed above the new targets.

1. How do we plan to increase the extent to which disabled children and young people can participate in our school curriculum?

Audit strengths in this area were identified as: At SVDP, we ensure that staff have the necessary training to teach and support children and young people. We have a strong focus on diversity and representation in our lessons and extra curricular opportunities. Lessons provide opportunities for all children and young people to achieve through individual, pairs, groups and whole class learning and work. Staff recognise and allow for the additional time required by some disabled children and young people to use equipment in practical work and staff are increasingly providing alternative ways of access to experience or understanding for those who cannot engage for example access to computer technology. Staff seek to remove all barriers to learning and participation and have high expectations of all children and young people.

| Identified focus area | Actions to be taken | Lead Person | Resource considerations | What would success look like? | Date to be achieved | Commentary on progress with dates |
|---|---|------------------|-------------------------|---|---------------------|-----------------------------------|
| To increase inclusion within PE through appropriate scaffolding and targeted support. | Individuals and groups of children with SEND who would benefit from enhanced PE support to be identified. Physical targets focused on gross motor skills to be considered in children's individual SEND support plans. | Senco PE lead | PE grant LSA time | Children with significant levels of SEND will demonstrate improved motor skills. Children with SEND will actively partake more in PE lessons (individual or whole class) . | December 2024 | |

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| | Liase with Sporting Futures/Premier Sports to identify ways in which they can support children | | | | | |
| To ensure all classrooms are optimally organised for CYP. | SENCO to complete regular informal 'drop ins' to audit classroom inclusiveness. Completion of Hertfordshire SEND toolkit Inclusive teaching observation checklist (pg116-119) to identify individual classroom strengths and areas of improvement | Senco | SENCO time to monitor classrooms and feedback to class teachers. Class teacher time to implement improvements. Governor time to support monitoring. | Classrooms and class teachers will remove potential barriers to learning in the classroom environment. Children with SEND will show increased independence in supporting themselves in their learning environment. | Autumn 24 and Spring 25 | |
| To increase staff awareness of the mental effort expended by some to access the curriculum | Further training and understanding of strategies to support SEN needs that fall under 'Cognition and Learning' and 'Autism' – executive functioning Further training and understanding of strategies to support SEN needs that fall under 'Communication and Interaction' - Developmental Language disorder, blank level questioning, vocabulary | Senco English Subject Leads | SENCo & staff time in attending/ delivering training. Teacher time to implement strategies into the classroom. | All staff will demonstrate increased understanding of the mental effort expended by some of our students and strategies to support them. Children's PPPs will list more specific targeted strategies. Teachers are confident to share these strategies in PPPs with parents | April 2024 | |

2. How we plan to improve the physical environment of our school meet the needs of all disabled children and young people?

Audit strengths in this area were identified as: At St Vincent de Paul, the size and layout of areas allows access for the majority of children and young people who currently attend the setting. Areas are well lit and furniture and equipment is selected, adjusted and located appropriately. Steps are made to reduce background noise for children and young people with a range of needs through quieter working stations and resources such as ear defenders. Communicate in Print is being used with greater regularity to support children's access to tasks, structure etc.

| Identified focus area | Actions to be taken | Lead Person | Resource considerations | What would success look like? | Date to be achieved | Commentary on progress with dates |
|---|---|--------------|---|--|---------------------|-----------------------------------|
| To develop a teaching room and social space access for all CYP | Identify room to be used and remove current furniture/storage Identify and build appropriate layout for furniture and flooring Audit and purchase of resources Timetable in place for use | Senco SBM | Cost of resourcing room (storage, flooring, furniture) | A sensory room which is a safe, appropriate teaching space for children is established and being used by children throughout the school | September 2024 | |
| To improve signage and decoration to support children with a range of needs e.g autism. | Ensure each year group has a Communicate in Print login More frequent use of 'Communicate In Print' for everyday signage around the school e.g. drawer labels, display signs, SENCO class visits to support with suggestions on when/ where Communicate In Print could be used to | SENCO | Yearly subscription to Communicate In Print. SENCO time to support staff in resource creation. | All children will feel confident finding and accessing resources within the classroom. All children will more independently be able to follow learning objectives, instructions etc. | Ongoing | |

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| | support. Use of good practice resources observed in Specialist provisions e.g. Greenside Communication boards. | | | | | |
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3. How do we plan to improve how our school delivers materials in other formats?

Audit strengths in this area were identified as: At SVDP, staff regularly use technology to reduce barriers to learning for our children. Children are encourage to dictate or type longer piece of writing. Some pupils use audio to read longer pieces of text. Staff regularly adapt resources if needed to meet the needs of individuals for example coloured paper exercise books, coloured photocopying and overlays, large print photocopying etc.

| Identified focus area | Actions to be taken | Lead Person | Resource considerations | What would success look like? | Date to be achieved | Commentary on progress with dates |
|--|--|-------------------|--|---|---------------------|-----------------------------------|
| To develop the accessibility of information for the whole school community | SLT to discuss how key Newsletter information such as school closures, non-uniform days etc. can be best communicated to EAL or SEND parents. SENCo to work with staff team to ensure key information is also communicated to and understood by the children e.g. Communicate In Print visuals or dual language resources. | SENCO SLT time | Yearly subscription to Communicate In Print. | All families would be confident and clear with day-to-day events taking place in school. All children would feel confident in communicating to their families about key events/days taking place in school. | Ongoing | |