

St Vincent de Paul Catholic Primary School

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



Recent changes are highlighted in yellow.

Accessibility – A Plan for Inclusion (2019-20)

Document Date: Summer 2019 Source- School Review Date Annually by Safeguarding Committee

**"Pupils have a clear love of learning and are diligent in class.
Pupils speak confidently about their learning
and the subjects they enjoy"**

Ofsted: March 2018 Reviewed Summer 2019

To be reviewed Summer 2020
Reviewed by: Teaching and Learning Committee
(& Health & Safety Committee review in Spring term)

Signature:

Chair of Governors

Date ratified: 16th July 2019

At St Vincent de Paul Catholic Primary School we are committed to safeguarding children

The purpose of this plan is to ensure that the school environment, curriculum and documentation are accessible to pupils, school staff and families and reasonable adjustments are made within the constraints of school resources.

We will do this through specific actions that aim to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Aim	Strategy	Outcome	When	Intention met
Children are fully integrated within the classroom	Teaching assistants are used to support children appropriately	Needs of all children are fully met	On-going	Curriculum accessible to all pupils
Pupils with disabilities are fully involved at playtimes	Specific information is shared among staff on noticeboards and at briefings to ensure staff are aware of needs and strategies	Other children & adults aware of the needs of disabled pupils Specific adults or children allocated to support pupils with disabilities	On-going	All pupils included in all aspects of school life
	Appropriate 1:1 support assigned where appropriate			
	Buddies and Young Leaders system in place			
Teachers and teaching assistants have the necessary training to teach and support pupils with disabilities	Audit adult training needs to identify appropriate training courses, including medical interventions	Staff trained and supported	On-going	Staff confidence enhanced by appropriate training
	Bring training to the attention of relevant staff;			
	Ring fence funding to support staff training and development.			

Aim	Strategy	Outcome	When	Intention met
All members of the community have equal opportunities to access the school premises and relevant information.	<p>Use of outside agencies, specialist centres and support groups</p> <p>School premises are inspected and reviewed to ensure accessibility for all (including Health and Safety audits)</p> <p>School provides information in range of alternative formats when necessary.</p>	<p>Needs of all members of the school community are fully met</p> <p>Access to the school car park is granted via permits for those with permanent or temporary disability</p>	On-going	Physical accessibility of school increased and delivery of information is available to all
Ensure all new building works conform to inclusion and accessibility guidelines.	<p>Use of appropriate support from Building Consultant, LA and Diocese.</p> <p>Assess the impact of new legislation in relation to accessibility and discrimination issues</p>	Building completely accessible to all.	On-going	Physical accessibility of school maintained. Measures are in place to ensure accessibility for everyone
SPECIFIC DISABILITIES				
Pupils with autistic spectrum disorder / communication disorders have access to the curriculum and are included	<p>Advice from outside agencies sought and acted upon.</p> <p>Relevant training provided for all staff working with the child/ren</p> <p>Appropriate Visual timetables and signing are used</p> <p>Teaching Assistant support provided as appropriate.</p> <p>Social communication strategies included on Personalised Provision Plans, including the use of signing</p>	<p>Classroom resources are adapted and provided to make learning accessible to pupils on the autistic spectrum.</p> <p>Personalised Provision Plans and Pupil Passports for each individual record the nature of specific need and adaptation</p>	On-going	<p>Pupils on the autistic spectrum have access to appropriate resources and learning support.</p> <p>Pupils on the autistic spectrum develop greater independence and reduce reliance on others</p>

Aim	Strategy	Outcome	When	Intention met
Pupils with hearing impairments are suitably catered for.	Audio bars fitted to IWB system. Pupils are seated where they can lipread if need be; written support provided in addition where appropriate	Issues with sound to be raised and addressed promptly by IT technician	Ongoing	Those with hearing impairment are enabled to access the full curriculum and benefit from collective gatherings.
	Specific equipment provided by the Hearing Impairment service for individuals is employed	Adults attend training annually for specific pupils and are confident in the use of the technology on a daily basis		
	Signing is promoted and would be used to support understanding for HI pupils as well as those with ASD	Pupils are supported by Makaton		
Review appropriate colour schemes, signage and non-visual guides when refurbishing, especially to benefit those with visual /sensory impairments	Communication in Print in use – symbolic language Seek advice from LA SEND/ sensory support service on appropriate colour and tactile non-visual signage (where appropriate) for individuals	Ensure classrooms are accessible to visually impaired members of the community, including yellow strips to highlight steps	On-going	Physical accessibility of school increased.
Pupils with visual impairments have access to the curriculum	Advice from outside agencies sought through liaison with parents and outside agencies	Advice is disseminated and acted upon	On-going	Pupils with visual impairment are enabled to access appropriate resources.
Classrooms and resources are accessible to visually impaired pupils .	As part of whole school decorating programme, review appropriate colour schemes.	Colour schemes enhance learning environment for visually impaired pupils.		
	Coloured paper/overlays/pens/print, used when appropriate.			
	Pupils seated in appropriate place	Classroom resources are adapted and provided to make		

Aim	Strategy	Outcome	When	Intention met
	Where appropriate larger type used Use of ICT (i-pads, large icons on desktop etc.) Information provided orally or aurally	learning accessible to visually impaired children.	On-going	
Pupils with speech and language difficulties have access to the curriculum	Relevant training provided for all staff working with individual children Speech and language screenings for all EYFS Referral to SALT team Input from Speech therapist Individual meetings with Speech and Language therapists as need arises Basic signing shared and revisited with EYFS and KS1 staff specifically as well as Sign of the Week for all staff Wellcom resource used to assess language Closed questions will be avoided, where possible, and pupils encouraged to speak in sentences. Pupils are given time to process language and respond. Staff avoid ambiguous vocabulary and reinforce speech with facial	Staff empowered to deliver specific support including that highlighted via Welcom language screening Personalised provision plans in place with specific SALT targets Pupils meet targets Communication with therapist enhanced for parents and staff through face to face meetings All classroom staff familiar with signing to support oral language Understanding and assessment of language difficulties improved within school Teaching approach adapted to cater for the needs of pupils with speech and language difficulties	Ongoing	The curriculum is accessible to children with speech and language difficulties and programmes of support are in place to ensure access to the curriculum, understanding by others and delivery of specific objectives

Aim	Strategy	Outcome	When	Intention met
	<p>expression, gesture and sign as appropriate</p> <p>Staff endeavour to use simple and familiar language and short concise sentences.</p> <p>Staff endeavour to use face to face and direct eye contact.</p> <p>Staff endeavour to reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials.</p> <p>There will be an emphasis on key words, which will be reinforced visually.</p> <p>Language skills developed through drama, role play and Blank Level Questioning</p> <p>EYFS team to champion oral communication</p>	<p>Parents supported to understand crucial role of verbal interactions in cognitive development</p>	<p>Ongoing</p> <p>EYFS Welcome meeting for parents includes the importance of and ways of promoting communication (to be repeated October 19)</p>	
<p>Pupils with specific physical and/ or medical needs, which may be permanent or temporary, are supported to access the curriculum</p>	<p>Advice from outside agencies sought and acted upon.</p> <p>Relevant training provided for all staff working with the child/ren</p> <p>Activities and resources are adapted to the pupil's need where necessary</p> <p>Teaching Assistant support provided as appropriate.</p>	<p>Classroom resources are adapted and provided to make learning accessible to pupils on the with physical challenges. The nature of specific need and adaptation are documented and intervention recorded</p>	<p>On-going</p>	<p>Pupils with specific physical and/ or medical needs have access to appropriate resources and learning support in relation to their needs (permanent or temporary disability)</p>

Aim	Strategy	Outcome	When	Intention met
	Specific strategies are documented and recorded including Care Plans and monitoring records			
Pupils with dyslexia have access to the curriculum	SENDco, teachers and SEN teaching assistants have regular training	External training opportunities identified for individual staff and resources disseminated	Ongoing	The needs of pupils with dyslexia are addressed and additional support is available
	Class teachers identify pupils with dyslexic tendencies and refer them to SENDCo	Difficulties are clearly identified and recorded i.e. phonic assessment, speed of writing		
	Personalised Provision Plans set up with termly parental involvement	Strategies addressed by staff working with the pupil Progress towards targets is measurable so that they are fully/ partially met by review date		
	Access to supportive resources is facilitated to ensure pupils are confident to engage with the curriculum	Audit of resources and classroom environment Dyslexia friendly texts and dictionaries freely available		
	Work differentiated to allow access	Relevant resources employed such as overlays, larger text, font type, speech to text, audio		
	Fair allocation of teaching time	Additional time provided to complete tasks		
Pupils with behaviour support needs are included in all activities	Positive behaviour strategies used throughout the school based on STEPS approach, our Mission statement and the three school	High standards of behaviour evident throughout the school	Pupils with behaviour	Positive behaviour strategies used throughout the school Pupils feel safe

Aim	Strategy	Outcome	When	Intention met
	"rules" BE READY, RESPECTFUL AND SAFE		support needs are included in all activities	
	Parents involved in discussions about pupils who exhibit challenging behaviour using Roots and Fruits (see Steps)	Parents supportive of interventions discussed with school		Parents support strategies in school and at home
	Pupils with challenging behaviour are supported initially by additional strategies and adults within the school	Support assistants and / or teacher working with pupils Pupil has clear expectations of standards Strategies shared with all staff		Pupils with challenging behaviour supported initially by adults within the school
	Referral to the Behaviour Support Base for additional strategies and support where appropriate including in school support for whole class groups	Personalised strategies amended		Behaviour Support Base provides additional strategies, support and adult intervention where appropriate
	Pastoral Support Plans put in place for pupils who exhibit challenging behaviour	Clear targets and timelines established with pupil, parents and staff		Pastoral Support Plans in place for pupils who exhibit challenging behaviour