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St. Winefride's Catholic Voluntary School



Accessibility Plan

Date: 25.9.15

To be reviewed: September 2016

Approved _____ Date 23.11.15

Accessibility Plan

Introduction

This plan identifies the ongoing actions of the Governing Body of St Winefride's Catholic Voluntary Academy to increase access to education for disabled pupils in the following three areas;

- 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.

The attached plan is fully supported and resourced by the Governing Body and will be implemented from 1st April 2015 onwards. It will be reviewed and revised by the Governing Body annually until 2017. It should be read alongside the school's Special Educational Needs Policy.

Vision and Values

As a Catholic School we at St. Winefride's are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, emotional and cultural needs. We look to the life and teachings of Jesus Christ as a model for the life of our school.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

Curriculum:

- Data obtained on future pupils to facilitate advanced planning, including pupils entering the Foundation Stage and those transferring from other schools;
 - Established procedures for the identification and support of pupils with Special Educational Needs; See Special Educational Needs Policy
 - Detailed pupil information given to all relevant staff;
 - Regular home/school liaison;
 - Differentiated curriculum to enable all pupils to feel secure and make progress;
 - Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, medical and physical needs, literacy and numeracy, sign language
 - Scribing for pupils where appropriate
 - Training for staff and ongoing development in enabling pupils to access the curriculum & environment
 - Special considerations for pupils taking part in tests e.g. adult readers provided for
 - Mathematics
 - Equipment for aiding access to the curriculum as appropriate eg Information technology such as laptops
 - Strong links with outside support agencies;
 - Consideration of children's preferred learning styles.
 - Enabling smooth transition to other settings through effective liaison, transition materials & programmes
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- **Physical Environment:**
 - Hearing Loop installed in Yr1 classroom
 - Accessible toilet and shower

Information:

- Provision of information to pupils with a disability and their parents/carers through one-to one and multi-agency meetings with the Headteacher / SENCO;
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.
- As a school, we have set the following priorities for the development of information and data to support the school's accessibility plan:
- Annual audit of the schools' strengths and areas for improvement in working with disabled pupils;
- The impact on disabled pupils of the way the school is organised;
- Outcomes for disabled pupils.

Views of those consulted during the development of the plan

- The school has set the following priorities in respect of consultation on the plan. These actions will be conducted annually:
- Issue draft plan to all staff and governors for feedback;
- Issue draft plan to parents/carers of disabled pupils and invite feedback;
- Discuss the content of the plan with children and invite feedback.

Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process, the progress of which is monitored by Governors and the Leadership Team. We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

The Governors will evaluate and report on its impact annually to parents/carers in the School Profile, utilising evidence gained from feedback from individual children, agencies, performance data and feedback from parents/carers.

Publication

The school makes its accessibility plan available in the following ways:

- On request from the school office;
- A copy is issued to all parents/carers of disabled pupils;
- On the school website

Senior Member of Staff Responsible:

Catherine Murphy (Headteacher)

Designated Member of Staff: Ruth Boyd (Acting Deputy Head teacher & SENCO)

Governor Responsible: Mrs Cathy Lawe

Policy Agreed: 23.11.15