

St Ignatius Catholic Primary School Accessibility Plan 2017-2020

St Ignatius School strives to create the opportunity and provide an environment in which each member of its community may identify, develop and fully realise individual, personal potential, through the continued recognition, experience, understanding and celebration of the values of God's Kingdom.



Ad Majorem Dei Gloriam

"To the Greater Glory of God"

(St Ignatius)

Definition (Equality Act 2010)

"A person has a disability 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 carry out normal day to day activities" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA **'substantial'** means **'more than minor or trivial'**. **'Long-term'** means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The St Ignatius' Catholic Primary School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to

1. improve access to the curriculum for students with a disability .
2. improve access to the physical environment of the school.
3. improve the delivery of written information to students, staff, parents and visitors with disabilities.

Improving Access to the Curriculum

We aim to increase access to the **curriculum** for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.

Improving Access to the Curriculum – The Current Position

We believe that we have made good progress in the following areas:

- Providing appropriate intervention for pupils identified as having additional needs e.g. Social Skills group for child with ASD
- Developing learning and teaching across the school - Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; ‘mind-friendly’ learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- Using ‘P Scales where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations
- Ensuring that school visits and trips are accessible for all students – providing one-to-one support for children with ASD and ADHD
- Providing individual iPads for children who need regular access to support their learning and recording skills.
- iPad apps purchased to improve access to curriculum for pupils with reading/writing difficulties
- Sensory tent provided for children with sensory issues
- Instructions for changing mouse control to left-handed displayed in ICT suite
- Staff training in Dyslexia Friendly classrooms
- Development of Circle Time, Growth Mindsets and Meditation
- Staff training in Autism Awareness.
- Staff training in supporting children with language difficulties
- Staff training in positive handling – Team Teach
- Staff training in Epilepsy
- Staff training in EpiPen use
- Staff training in Asthma

Priorities for 2017-2020

Target	Strategy	Lead	Timescale	Success Criteria
Audit of pupil needs and staff training to meet those needs	Review the specific need for pupils living with a disability in terms of daily living skills and relationships.	SLT All staff	ongoing	Teachers are aware of relevant issues and can ensure all pupils have equality of access to life preparation learning.
Classrooms are organised to promote the participation and independence of all pupils.	Review lay out of furniture and classroom equipment to support learning.	All staff	ongoing	Lessons start on time without the need to make adjustments, to accommodate the needs of individuals
Provide specialist play equipment	Enable disabled pupils to enjoy play which would otherwise be inaccessible to them.	SENCO SLT	ongoing	Disabled pupils have active, inclusive playtimes.
Appropriate use of IT equipment to benefit individual pupils and staff	Provide specialised appropriate IT resources to meet pupil need	SLT ICT coordinator	ongoing	Increased access to the curriculum
All extracurricular activities are planned to ensure the participation of all pupils	Review extracurricular activities to ensure compliance with legislation. Provide leaders of extracurricular activities with a copy of relevant Learner Profiles/Pupil Passports	SLT SENCO	ongoing	All extracurricular activities are accessible to disabled pupils

Improving Access to the Physical Environment

We aim to improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Improving Access to the Physical Environment – The Current Position

- Ramped access to EYFS, KS1 and KS2.
- Accessible toilet facilities available in school.
- Space for small group work and individual work for targeted learners in KS1 and 2 shared areas.
- A physical environment that is safe and welcoming.
- Handrails on outdoor stairs
- Coloured edges of outdoor steps
- Provision of writing slopes, pencil grips, coloured overlays, soft-touch scissors etc as appropriate
- Handrail installed on the stairs from Nursery to KS1
- Physical aids purchased for classroom use – e.g. wobble cushions, fidget pencils etc
- Clear markings on school drive to ensure a safer entrance to school

Priorities for 2017-2020

Target	Strategy	Lead	Timescale	Success Criteria
To continue to monitor equipment and resources in school to accommodate pupils with PD.	Be aware if any equipment is not accessible and purchase new or modify as necessary.	SENCO	Ongoing	No pupil will be restricted or limited in access to play equipment.

Improving Access to Written Information

We aim to improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Improving Access to Written Information -The Current Position

- Visual timetables are produced for identified students
- Newsletters for parents are delivered by email to enable parents to enlarge the font as desired
- All information from Parent Information Evenings is placed on the website
- The Accessibility Plan is placed on the website
- Coloured overlays and tinted exercise books to support children with visual stress.
- Matt laminates rather than gloss used throughout school to prevent visual stress.

Priorities for 2017-2020

Target	Strategy	Lead	Timescale	Success Criteria
Availability of written material in alternative formats, including large text for the visually impaired, if requested.	The school will make itself aware of the services available for converting written information into alternative formats.	Office staff SLT SENCO	As requested	Improved delivery of information to disabled pupils
Make school newsletters or other information for parents available in alternative formats, including large text for the visually impaired, if requested	Review current school publications and promote alternative formats	Office staff SLT	As requested	Improved delivery of school information to parents.

The accessibility plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010