

## **Contextual Information**

The school site is relatively new and accessibility was already taken into consideration when planning the school accessibility. The school is one level with regard for wheelchair users making all of the site accessible. The school has toilet facilities and priority parking for the disabled. The school will take into account the needs of pupils, parents, staff, governors and other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The plan is also available on the school website or on request to the Head teacher, in the following formats: -e-mail, enlarged print version, other formats by arrangement

## **Main Objectives**

1. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
2. Increasing access for disabled pupils to the school curriculum (this includes improvements to the physical environment of the school and physical aids to access education).
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

## Improving access to the physical environment

School aims to enable all children to participate fully in the broader life of the school. Accordingly, all children are invited to attend age relevant after school clubs, leisure and cultural activities and educational visits. Short term sanctions may disallow attendance of a club if a child had broken school rules, in order to ensure the safety of others.

| Aim  | Actions   | Time-scale  | Responsibility   | Outcomes  |
|--|---|---|--|---|
| <p>All staff to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p> <p>Parents aware of access arrangements disabled children and adults with regard to school car park .</p> <p>Ensure that all disabled pupils can be safely evacuated</p> | <p>Access plans written for individual disabled children and shared with staff.</p> <p>Care plans in place for all children with high level of physical needs outlining accessibility needs that are being met. Advice sought from specialist teacher if needed.</p> <p>Letter sent home to parents from Chair of Governor's, car park not accessible in am and pm apart from disabled badge holders. Clear display of disabled posters in place for disabled access into school grounds.</p> <p>Personal Emergency Evacuation Plans completed.</p> | <p>Induction and on-going if required</p> <p>PEEPs completed at the start of each school year.</p> <p>As required for new pupil transfers</p> | <p>Intervention &amp; Inclusion Manager<br/>Headteacher/governing body</p> <p>All staff subject leaders</p> <p>PEEPs are in place and staff are aware of them.</p> | <p>Documentation provides full information.</p> <p>The environment allows safe use of access and all facilities for all users</p> <p>All disabled children and staff working with them are safe and confident in event of fire.</p> |

## Improving access to the curriculum

St Francis of Assisi regards improving teaching and learning as an ongoing priority. Through self- review, staff appraisal and Continuous Professional Development (CPD), we aim to improve learning for all children.

| Aim   | Actions  | Time-scale | Responsibility  | Outcomes   |
|---|--|------------|---|--|
| Increase access to the curriculum for pupils with a disability  | <p>Termly monitoring pupil tracking data across school. Discussion at Pupil Progress meetings.</p> <p>Termly monitoring reviewed TLP's. Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>On-going CPD for staff as required.</p> | On-going   | <p>Inclusion Manager</p> <p>Headteacher/Subject leaders</p> | <p>Each child with SEND will have a Targeted Learning Plan with SMART targets.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> |
| All educational visits to be accessible to all  | <p>Develop guidance for staff on making trips accessible</p> <p>Ensure each new venue is vetted for appropriateness</p>  |            | Educational Visits Coordinator                              | All pupils in school able to access all educational visits and take part in a range of activities  |
| Ensure disabled children participate equally in PE lessons and after school and lunch time activities | <p>Review PE curriculum to include disability sports.</p>  |            | <p>PE coordinator</p> <p>Inclusion manager</p>              |  |

### 3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents.

| Aim   | Actions  | Time-scale                       | Responsibility   | Outcomes   |
|---|--|----------------------------------|--|--|
| <p>Review information to parents/carers to ensure it is accessible</p> <p>Improve the delivery of information in writing in an appropriate format</p> <p>Ensure all staff are aware of guidance on accessible formats</p> | <p>Provide information and letters in clear print in “simple” English. School office will support and help parents to access information and complete school forms</p> <p>Provide suitability enlarged, clear print and use matt laminates for pupils with a visual impairment</p> <p>Use visuals to support children’s understanding as appropriate eg:</p> <p>visual timetable in each class for those children requiring them, individual children use now and next boards</p> <p>Staff use symbols attached to their lanyards to support individual children eg ‘stop’ sign.</p> | <p>During induction On-going</p> | <p>Headteacher</p> <p>Intervention &amp; Inclusion Manager</p> | <p>To ensure that the parents and carers of St Francis have ready access to up to date relevant information delivered in a range of ways.</p> <p>Pupils and/or parents feel supported and included</p> |

### **Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

### **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion
- Health and safety policy