

ST MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL

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ACCESSIBILITY PLAN **(School Policy)**

Ownership: Health, Safety & Premises Committee

Document Date: June 2020

Review Date: Annual

Pupils are given many opportunities to serve each other, the school and the wider community, developing their own skills and talents in the process.



Section 48 Diocesan Inspection October 2018

“Pupils make rapid progress because they are very keen to learn, and because the teaching is highly effective ... Behaviour is excellent. Pupils get along very well and enjoy school, accepting one another’s different views...”



Ofsted March 2013

At St Margaret Clitherow School we are committed to Safeguarding Children

Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him

Intention	Strategy	Outcome	When	Intention met
<p>Pupils with visual impairments have access to the curriculum</p> <p>Classrooms are accessible to visually impaired pupils.</p>	<p>Pupils seated in appropriate place Where appropriate larger type used</p> <p>Coloured paper/overlays/pens/print, used when appropriate.</p> <p>Use of ICT (large icons on desktop etc) Information provided orally or on tape.</p> <p>Advice from outside agencies sought and acted upon</p> <p>As part of whole school decorating programme, review appropriate colour schemes.</p> <p>Regard is paid to suitable contrasts in colour as appropriate</p>	<p>Classroom resources are adapted and provided to make learning accessible to visually impaired children.</p> <p>Colour schemes enhance learning environment for visually impaired pupils.</p>	<p>On-going</p> <p>On-going</p>	<p>Pupils with visual impairment have access to appropriate resources.</p> <p>School environment is accessible to visually impaired pupils</p>
<p>Pupils with autism or aspergers syndrome have access to the curriculum</p>	<p>Teaching Assistant support provided as appropriate.</p> <p>Relevant training provided for all staff working with the child/ren</p> <p>Social communication targets included on plan, do, assess documents.</p> <p>Advice from outside agencies sought and acted upon.</p>	<p>Classroom resources are adapted and provided to make learning accessible to pupils on the autistic spectrum.</p> <p>Pupils are adequately supported</p>	<p>On-going</p>	<p>Pupils on the autistic spectrum have access to appropriate resources and learning support.</p>

	<p>Visual timetables used as appropriate.</p> <p>Whole staff training remains current. Staff supporting specific pupils attend key training.</p> <p>Advice sought from Advisory Teacher as needs arise</p>			
<p>Pupils with speech and language difficulties have access to the curriculum</p> <p>Pupils with speech and language difficulties have access to the curriculum</p>	<p>Relevant training provided for all staff working with the child.</p> <p>Pupils given time to process language and respond.</p> <p>Staff endeavour to use face to face and direct eye contact.</p> <p>Staff endeavour to use simple and familiar language and short concise sentences.</p> <p>Staff avoid ambiguous vocabulary and reinforce speech with facial expression, gesture and sign as appropriate</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>Closed questions will be avoided and pupils encouraged to speak in sentences.</p> <p>All EYFS staff received Makaton training Identified staff are ELKAN trained</p>	<p>Individual meetings with S&L therapists</p> <p>Teaching approach adapted to cater for the needs of pupils with speech and language difficulties.</p> <p>TAs are suitably equipped to deal with S&L issues</p>	On-going	The curriculum is accessible to children with speech and language difficulties

	<p>Language skills developed through drama & role play.</p> <p>Wellcom assessments are used in EYFS and KS1</p>	<p>Gaps in language acquisition are identified easily</p>		
Pupils with EAL	<p>Support from Educational Psychology Services – EAL drop in</p> <p>Training for all staff (teachers and TAs) ‘Language Rich Classrooms to support EAL Learners’</p> <p>Wellcom assessments routinely used throughout EYFS and KS1</p>	<p>Advice updated</p> <p>Good practice shared</p> <p>Assessments carried out and acted upon</p>	<p>As required</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Needs of EAL children are met effectively</p>
Pupils with dyslexia have access to the curriculum	<p>SENCo and identified TAs have regular training</p> <p>Class teachers identify pupils with dyslexic tendencies and refer them to SENCo</p> <p>Plan, do, assess documents set up with parental involvement</p> <p>Targets addressed by staff working with the pupil</p> <p>Work differentiated to allow access</p> <p>Classrooms are ‘dyslexia friendly’</p>	<p>Audit of resources - ongoing</p> <p>Audit of classroom environment - ongoing</p> <p>Training recorded</p> <p>Fair allocation of teaching time</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>The needs of pupils with dyslexia are addressed and additional support is available</p>

	The local SPLD base supports school and pupils with individual needs after referral		A required Ongoing	
Pupils with disabilities are fully involved at playtimes	Buddy system in place Other children & adults aware of the needs of disabled pupils Sporting Futures Team Accessibility Teacher is approached for advice as needs arise	Specific children allocated to support pupils with disabilities	On-going	All pupils included in all aspects of school life
Teachers and teaching assistants have the necessary training to teach and support pupils with disabilities	Audit adult training needs to identify appropriate training courses; bring to the attention of relevant staff; Ring fence funding to support staff training and development. Use of outside agencies, specialist centres and support groups	Staff trained and supported	On-going	Staff confidence enhanced by appropriate training
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
All members of the Community have equal opportunities to access the School premises and relevant information.	School premises are inspected and reviewed to ensure accessibility for all. School provides information in range of alternative formats when necessary.	Needs of all members of the school community are fully met	On-going	Physically accessibility of school increased and delivery of information is

	<p>Disabled lift installed 2012 and serviced annually</p> <p>Corridors are kept clutter free to enable full access (installation of lockers 2016)</p>	<p>Full site is easily accessible</p> <p>Corridors are fully navigable in a wheelchair or with crutches</p>		available to all
<p>Pupils with hearing impairments are suitably catered for.</p>	<p>Soundfield System installed in Years 1 to 6 Soundfield system serviced bi annually from Sep 2017 to ensure that it remains in good working order</p> <p>Improve audibility in the hall through purchase of lapel radio microphones</p> <p>Fire alarm system has visual flashing alerts – updated October 2016</p>	<p>Soundfield System installed & maintained in Years 1 – 6 classrooms</p> <p>Audibility in hall improved</p> <p>Visual and audible alert fire system</p>		<p>Hearing accessibility of school increased.</p> <p>Emergency evacuation for hearing impaired children and adults enhanced</p>
<p>Pupils with behaviour support needs are included in all activities</p>	<p>Positive behaviour strategies used throughout the school</p> <p>Pupils with challenging behaviour supported initially by adults within the school</p> <p>Referral to the Behaviour Support Base for additional adult intervention where appropriate</p> <p>Pastoral Support Plans in place for pupils who exhibit challenging behavior</p> <p>Staff are trained in de-escalation strategies and Steps trained</p>	<p>High standards of behaviour evident throughout the school</p> <p>Support teacher working with pupils / parents regularly. Extended role teacher used as appropriate</p> <p>KB & CP delivered Steps training to all staff</p>	Ongoing	De-escalation strategies

	Safe handling / de-escalation training for EYFS / KS1 staff occurs	EYFS staff are able to use de-escalation strategies with non verbal pupils		diffuse potential conflict
There is adequate accessible disabled parking for visitors and pupils	Increase reserved disabled spaces in the staff car park from one to two spaces and mark clearly so that they remain reserved.	Adequate and convenient access to the school for disabled visitors and for families with disabled children.		Site access is safe and convenient
Ensure all new building works conform to inclusion and accessibility guidelines.	Use of appropriate support from Building Consultant, LA and DCS.	Building completely accessible to all.	On-going	Physical accessibility of school maintained.

Date approved by Governing Body: