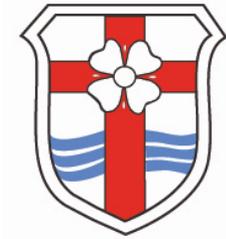


ST MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL

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ACCESSIBILITY PLAN **(School Policy)**

Ownership: Health, Safety & Premises Committee

Document Date: February 2022

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 an Autism Spectrum Condition have access to the curriculum</p>	<p>Sensory surveys of the school are carried out regularly.</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>Classroom resources are adapted and provided to make learning accessible to pupils on the autistic spectrum.</p> <p>Children are able to use adaptations and resources which support their sensory as well as their learning needs.</p> <p>Pupils are adequately</p>	<p>On-going</p>	<p>Pupils on the autistic spectrum have access to appropriate resources and learning support.</p>

	<p>Advice from outside agencies sought and acted upon.</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>	supported		
Pupils with Attention Deficit / Hyperactive	<p>Children who would benefit from breaks and alternate spaces are provided with these – within the timetable and in spaces around the school.</p> <p>Safe spaces around school provide quiet and distraction free areas e.g. the use of privacy screens on learning in a quiet space.</p>	Teachers are made trained in identifying the neurodiversity of their groups.	Continuous CPD and through practice.	
<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>Staff use the speaker system to make sure that their voices are clear.</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</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>	On-going	The curriculum is accessible to children with speech and language difficulties

	<p>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>Identified staff are ELKAN trained</p> <p>Language skills developed through drama & role play.</p> <p>Wellcom assessments are used in EYFS and KS1</p>	<p>TAs are suitably equipped to deal with S&L issues</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>	Needs of EAL children are met effectively
Pupils with dyslexia have access to the curriculum	<p>SENCo and identified TAs have regular training</p> <p>Class teachers identify pupils with dyslexic</p>	<p>Audit of resources - ongoing</p>	<p>Ongoing</p> <p>Ongoing</p>	The needs of pupils with dyslexia are addressed and

	<p>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>The local SPLD base supports school and pupils with individual needs after referral</p>	<p>Audit of classroom environment - ongoing</p> <p>Training recorded</p> <p>Fair allocation of teaching time</p>	<p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>As required</p> <p>Ongoing</p>	<p>additional support is available</p>
<p>Pupils with disabilities are fully involved at playtimes</p>	<p>Risk assessments for individual children are created, as needed.</p> <p>Buddy system in place</p> <p>Other children & adults aware of the needs of disabled pupils</p> <p>Sporting Futures Team Accessibility Teacher is approached for advice as needs arise</p>	<p>Specific children allocated to support pupils with disabilities</p>	<p>On-going</p>	<p>All pupils included in all aspects of school life</p>
<p>Teachers and teaching assistants have the necessary training to teach and support pupils with disabilities</p>	<p>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.</p>	<p>Staff trained and supported</p>	<p>On-going</p>	<p>Staff confidence enhanced by appropriate</p>

	<p>Use of outside agencies, specialist centers and support groups</p> <p>Access routes are used for those who need them e.g. finding safe ways through school.</p>			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.	<p>School premises are inspected and reviewed to ensure accessibility for all.</p> <p>School provides information in range of alternative formats when necessary.</p> <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>Needs of all members of the school community are fully met</p> <p>Full site is easily accessible</p> <p>Corridors are fully navigable in a wheelchair or with crutches</p>	On-going	Physically accessibility of school increased and delivery of information is available to all
Pupils with hearing impairments are suitably catered for.	<p>Soundfield System installed in Years 1 to 6</p> <p>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</p>

				adults enhanced
Pupils with behaviour support needs are included in all activities	<p>Positive behaviour strategies used throughout the school, under the Herts STEPS programme.</p> <p>Pupils with challenging behaviour supported initially by adults within the school</p> <p>Referral to Tier 2 support and Tier 3 support through the DSPL is accessed.</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>Safe handling / de-escalation training for EYFS / KS1 staff occurs</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> <p>EYFS staff are able to use de-escalation strategies with non verbal pupils</p>	Ongoing	De-escalation strategies 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.