

**The Federation of
Our Lady Queen of Martyrs, Esh Winning &
St Joseph's, Ushaw Moor RC Primary Schools**



*“Living, loving and learning together,
with our eyes focused on Jesus.”*

**ACCESSIBILITY PLAN
– St Joseph's**

Head Teacher: Mrs L Keenan
Chair of Governors: Mrs C Purcell

Date of Implementation: Autumn 2016

Date of Review: Autumn 2019 [Reviewed March 2017](#), [Reviewed March 2018](#)

Aim 1 - To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| Short Term | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|------------|---|--|-----------------------------|---------------------------|---|
| | To liaise with Nursery providers to review potential intake for Sept | To identify pupils who may need additional to or different from provision for Sept 16 Intake | May- Sept 2016 | HT EYFS teacher | Procedures/equipment/ ideas set in place by Sept 2016. SENCO and class teacher visited all nurseries to discuss children that would be joining us from Sept 2016 and we repeated this again in 2017 as it was highly advantageous to have a first-hand account of areas of difficulties/strengths so that adaptations and procedures could be put into place |
| | To review all statutory policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing 2016/17 | HT All subject leaders | All policies clearly reflect inclusive practice and procedure. Policies have been adapted to reflect inclusiveness |
| | To establish close liaison with parents | To ensure collaboration and sharing between school and families. | Ongoing throughout 2016/17. | HT All Teachers | Clear collaborative working approach. Family room now established, Use of reporting to parents now termly and opportunity to meet with staff after these. Friends of St Joseph group revitalised and they have set up a Facebook page. |

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| | | | | | Newsletters and termly dates sent out in advance More opportunity for parents to come into school – liturgies, assemblies |
| | To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues. | To ensure collaboration between all key personnel | On-going throughout 2016/17. | HT TAs Outside agencies | Clear collaborative working approach Designated Ed Pysch and SALT at school |
| | To ensure full access to the curriculum for all | Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy | Ongoing | Teachers | Advice taken and strategies evident in Support staff allocated area of specialism. Training for TA's by SALT CPD by SALT & Ed psych |
| Medium Term | To finely review attainment of all SEN pupils. | SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents | Termly 2016/17 | Class teachers SENCO | Progress made towards Support Plan targets Accurate assessment of data through OTrack Support plans reviewed with parents |

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| | | | | | Identified need analysis of all children |
| | <p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p> | <p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> ✓ Wheelchair access ✓ Screen magnifier software for the visually impaired ✓ Features such as sticky keys and filter keys to aid disabled users in using a keyboard ✓ Elklan training for relevant staff ✓ Giving alternatives to enable disabled pupils to participate successfully in lessons ✓ Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. | Ongoing | Whole school approach | <p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p> <p>Variety of teaching styles employed</p> <p>Self-help packs/aids</p> |
| Long Term | To evaluate and review the above short and long term targets annually | See above | Annually | SMT, Core curriculum co-ordinators Governors | All children making good progress. |

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| | To deliver findings to the Governing Body | Finance and Premises and Curriculum Governors meetings | Annually Termly SEN Governor / SENCO meetings | SENCO SMT/SEN Governor | Governors fully informed about SEN provision and progress |
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Aim 2: To improve the safety and physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

| Short Term | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| | Emergency exit directions, signage and information signs clearly visible from both a standing and sitting position. | Consult fire service for advice | Urgent | Head | Improved, safer and simplified instructions. |
| | New fire evacuation plan for the school building taking into account designated refuge areas for people with disabilities | Consult fire service regarding means of escape and refuge areas | Urgent | Head | Legal fire exit plan |
| | Improve physical environment of school environment | The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, signage, lighting, colour schemes, and more accessible facilities and fittings. | On-going | SMT | Enabling needs to be met where possible. |
| | Ensure visually stimulating environment for all children | Colourful, lively displays in classrooms and inviting role play areas. | On-going | Teaching and non-teaching staff | Lively and inviting environment maintained. School redecorated throughout. Displays changed regularly. |

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| | | | | | New role play equipment for EYFS |
| Ensuring all with a disability are able to be involved. | <ul style="list-style-type: none"> ✓ Create access plans for individual disabled children as part of IEP process ✓ Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. ✓ Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events | With immediate effect, to be constantly reviewed | Teaching and non-teaching staff | Enabling needs to be met where possible. IHP plans in place for all children if needed. | |
| To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. | With immediate effect to be constantly reviewed | Head Teacher SBM Occupational health | IHP plans in place for all children if needed. Policies and procedures fully embedded | |
| Ensuring disabled parents have every opportunity to be involved | <ul style="list-style-type: none"> ✓ Utilise disabled parking spaces for disabled to drop off & collect children ✓ Arrange interpreters from the RNID to communicate with | With immediate effect to be constantly reviewed | Whole school team With immediate effect to be constantly reviewed | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education | |

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| | | <p>deaf parents</p> <ul style="list-style-type: none"> ✓ Offer a telephone call to explain letters home for some parents who need this ✓ Adopt a more proactive approach to identifying the access requirements of disabled parents | | | |
| Medium Term | To improve community links | School to continue to have strong links with schools in the diocese and the local authority and the wider community. | On-going | SMT All staff | <p>Improved awareness of disabilities/the wider community</p> <p>Improved community cohesion</p> <p>Working as a fed of schools</p> <p>Working collaboratively with feeder schools and nurseries</p> <p>Engaging in activities for wider community e.g. Christmas carol service, churches together, 2-4 club</p> |
| Long Term | Continue to develop playgrounds and facilities. | Look for funding opportunities | On-going | Whole school approach | <p>Inclusive child-friendly play areas.</p> <p>Willow</p> <p>Adventure playground opened and ramp installed</p> <p>Allotment</p> |
| | To ensure driveway, roads, paths around school are as safe as possible. | Communication with parents via safety messages /letters/walk to school week Bikeability for Year 6 children | On-going | PSHE Co-ordinator SMT | <p>No accidents</p> <p>Bikeability for Year 6 children</p> |

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| | Fire alarm supplemented by visual system | Discuss current alarm with fire professional regarding appropriateness of current system. | On-going | Head | Audible and visual system. |
| | To maintain accreditation of Enhanced Healthy Schools award | Continue to work towards Healthy Schools and Eco schools targets | 2016-2019 | PSHE/Healthy School Co-ordinator Whole school approach | Achievement of award |

Aim 3: To improve the delivery of information to disabled pupils and parents.

| Short Term | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| | Parent with Hearing impairment | Regular communication with parents Interpreter provided for parents' eve/annual reviews | On-going | Class teacher SMT | Two way communication in place. Text messaging system |
| | To ensure all children with ASD have access to the curriculum | Regular parental communication Individualised teaching strategies used for ASD children. | On-going | All staff to be aware | ASD children able to access curriculum. Designated TA |
| Medium Term | To review children's records ensuring school's awareness of any disabilities | Information collected about new children. <ul style="list-style-type: none"> ✓ Records passed up to each class teacher. ✓ End of year class teacher ✓ Annual reviews ✓ SEND meetings ✓ Medical forms updated annually for all children ✓ Personal health plans ✓ Significant health problems – children's photos | Annually | Class teachers SNAs Outside agencies | Each teacher/staff member aware of disabilities of children in their classes Staff meets termly to discuss needs of their cohort. All medical needs recorded on CPOMS Medical forms updated termly at parent's evening Annual reviews |

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| | | displayed on staffroom notice board / info kept in separate file in staffroom | | | |
| Long Term | In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected | Record keeping system to be reviewed. | Continual review and improvement | Assessment Co-ordinator/SMT | Effective communication of information about disabilities throughout school. CPOMS implemented across the school for all needs and concerns. |

Next Review: **Autumn 2019**