

## **St Anselm's Catholic School Accessibility Plan**

***Learning and growing together through prayer, belief and love***

***Reviewed March 2017***

As a Catholic school our accessibility plan is underpinned by our core values and beliefs, we are an inclusive school we respect and value the diversity of the community we serve.

We are committed to raising the attainment and aspirations of all our pupils with due regard to their individual, social and personal circumstances. As a rights respecting school, we believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff. We are committed to challenging all discrimination including against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society. 'Every child has the same rights whatever their race, religion or abilities'  
*Article 2 - United Nations Convention on the Rights of a Child.*

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will assess, evaluate and review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all pupils for life in an increasingly diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

- fostering respect for all groups and individuals, within the context of human rights
- promoting positive non-discriminatory behaviour
- ensuring appropriate support for individuals with disabilities within the school
- ensuring high expectations of all
- ensuring representation of a wider range of diversity within our curriculum and school community
- encouraging links with the wider community

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in practice.

Aims	Action to meet the Aims	Outcome	How often will monitoring take place?	Lead Person	Start date / Completion Date	Reviewed
School premises accessible to all members of the school community	School premises are monitored for accessibility termly by H& S Manager Main entrance is wheelchair accessible with automatic door and clear signage for disabled toilet.	Access for all members of school community met	Termly	Headteacher, Governors' Premises Committee	An on-going requirement	Spring 2017
To ensure the safety of disabled users of the premises	Risk Assessments in place for the duration that the school user is temporarily disabled. Fire exit signage and evacuation procedures in place Replacement of Fire Exits from the hall Fire drills carried out termly	School conducts risk assessment and makes adjustments as necessary.  Safety Risks for all users including disabled users reduced	As required	Headteacher, Deputy Headteacher & Governors Premises Committee	An on-going requirement	Spring 2017
Improve the involvement of disabled pupils, staff and parents within the school community	Ensure that equality of opportunity is available to all.  Parents consulted in planning provision for pupils with disabilities	The range of disabilities is known to all staff and appropriate adjustments are planned for and put in place.	Annually	Deputy Headteacher	An on-going requirement	Spring 2017
To ensure that all involved with the school promote positive attitudes towards disabilities	Ensure representation of disabled pupils, parents and other stakeholders in school life.	Impact to be assessed through both formal and informal monitoring of school events and functions.	Annually	SLT	An on-going requirement	Spring 2017

<p>Pupils with disabilities have curricular and recreational access</p> <p>Pupils are fully integrated within the classroom</p>	<p>Ensure that all staff is fully aware of specific needs. Support systems in place e.g. targeted intervention programmes 'Circle of Friends', Behaviour &amp; Learning Mentor, Buddies, Play Therapist</p> <p>Extend provision as appropriate for recreational activities</p> <p>Pupils are supported as necessary within lessons in the classrooms.</p> <p>Curriculum content differentiated to meet the needs of all pupils.</p>	<p>Personalised recreational provision</p> <p>Personalised Curriculum</p>	<p>Annually</p>	<p>SENCO</p>	<p>On-going</p>	<p>Spring 2017</p>
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<p>Pupils with speech and language difficulties have access to the curriculum</p>	<p>Appropriate training of teachers and support staff. Additional strategies in place to support Speech &amp; Language development</p> <p>Liaise with SALT and deliver programmes of support as advised</p> <p>Provision of CPD on S &amp; L needs and Autism by Speech &amp; Language Therapist (Spring 2017)</p>	<p>Ensure Classrooms are accessible to children with speech and language difficulties.</p> <p>Teachers &amp; TA's aware of additional strategies.</p>	<p>Termly</p>	<p>SENCO</p>	<p>On-going</p>	<p>Spring 2017</p>
<p>Pupils with visual impairments have access to the curriculum</p>	<p>Careful consideration is given to the seating arrangement for pupils</p> <p>Larger font used</p> <p>Provide appropriate resources</p> <p>Use of ICT</p> <p>Liaise with Teacher for visually impaired (SACT) in the procurement of specialized equipment, resources and strategies for support.</p> <p>Adequate lighting in all areas of the school.</p>	<p>Learning environment accessible to visually impaired pupils.</p>	<p>Termly</p>	<p>SENCO</p>	<p>On-going</p>	<p>Spring 2017</p>
<p>Pupils with hearing impairments have access to the curriculum</p>	<p>Careful consideration is given to the seating arrangement for pupils</p> <p>Pupils spoken to directly</p> <p>Liaise with Teacher for Hearing Impaired (SACT) in the procurement of special equipment, resources and strategies for</p>	<p>Learning environment accessible to hearing impaired pupils.</p>	<p>Termly</p>	<p>SENCO</p>	<p>On-going</p>	<p>Spring 2017</p>

	support.					
Provide information for disabled stakeholders regarding how the school provides equality of opportunity for disabled stakeholders	SEND Information Report published on website with information about who to contact. Open door policy for all school users and access to Governors at Open evenings	Disabled users know where to find information and who to contact.	Annually	Headteacher, SENCO and Governors	An ongoing requirement	Spring 2017
To ensure appropriate transition of disabled pupils between school phases	Planned transition with pupils, parents, schools and relevant professionals	Appropriate adjustments made and transition programme in place.	Annually	SENCO	On-going	Spring 2017

### **ONGOING REVIEW**

**As a School Community we are continuing to improve accessibility for all with particular focus on the following 3 areas as well as those outlined in detail above:**

**Physical Environment**

**School Curriculum**

**Communication**