



St Clement and St James
Accessibility Plan 2015

St Clement and St James Accessibility Plan

Introduction

Our vision

St Clement and St James is a school with Christian values at its heart. We are proud of its history and our strong links with the vibrant community to which we belong. We welcome and celebrate every child, helping all children to develop their character and full academic potential. We promote high aspirations and a love of learning through a rich and varied curriculum.

Our children are:

- Confident and happy
- Respectful
- Friendly, kind and helpful
- Honest and trustworthy
- Enthusiastic
- Creative

Context

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years. The review process can be delegated to a committee of the Governing Body, an individual or the headteacher. At St Clement and St James School the Plan will be monitored by the headteacher and evaluated by the relevant Governors’ committees. The current Plan will be appended to this document.

Starting points

St Clement and St James has high expectations for children with special educational needs and disabilities, and a commitment to pupils’ full participation in school activities and community. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils’ diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

Information from pupil data and school audit

The school currently has an average of 14% of pupils on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties including speech and language difficulties and dyslexia, autism, and social and emotional difficulties. There are also children on roll (not necessarily on the SEND register) with medical needs such as severe allergies and specific medical conditions eg Type 1 diabetes. We ask about any disability or health condition in early communications with new parents and carers. We have a clear policy on the administration of medicines. There is a register of children with medical conditions.

Current good practice

Physical Environment

The ground floor of the school building has physical access from the playground by ramp and there are disabled toilet facilities available and accessible. Pathways of travel around the school site are clear and doorways wide enough for wheelchair access.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise.

Space for quiet work and small group work is very limited. However, the music room, medical room, Garden Room and ELSA room are available at times throughout the day. Priority is given to outside professionals, such as speech and language therapists and occupational therapists, for use of these spaces.

Furniture and equipment are selected as standard, age-related as appropriate. Specific equipment to support children with SEND is provided as and when needed.

Where trip hazards are identified for the visually impaired, these are brightly painted – eg yellow balancing logs in the Reception outdoor learning area.

Curriculum

All pupils are encouraged to take part in the full curriculum. Pupils with SEND are included in dramatic productions, music, PE and class sharing assemblies. School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment. Teachers and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' Learning Plan targets and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies. Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Buff-coloured paper is used for printed reading materials to support children with specific reading difficulties. As and when required, enlarged texts can be provided.

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues could affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people. The school aims to respond to needs as they arise in a timely manner.

Access Audit

The main school is a two storey building with several access points from outside. KS1 and Reception areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all.

Currently, the first floor is not fully accessible. There is no lift. The school has installed a stair lift in the past to accommodate a child with mobility difficulties. The school would also consider changing the location of year groups in order to accommodate KS2 children with physical impairment.

The Nursery building is a single storey building with single-step access. Ramps are needed to ensure full accessibility to wheelchair users.

There is a disabled toilet on the ground floor of the main school. This is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

Action Plan

Aim: 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.

	<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibilities</u>	<u>Success Criteria</u>
SHORT TERM	To liaise with Nursery providers and parents to review potential intake for September.	Identify pupils who may need additional or different provision for September Nursery and Reception intake.	2 nd half summer term – yearly	HT, Reception teacher, N teacher	Procedures/equipment/ ideas set in place by Sept.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure and comply with Equality Act 2010.		ongoing	HT, DHT, all subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with outside agencies for pupils with ongoing health needs, eg children with severe asthma, epilepsy or mobility issues.	Ensure collaboration between all key personnel.	review health care plans at least yearly	DHT, class teachers, TAs, school nurse	Clear collaborative working approach; all children with medical conditions have up to date and appropriate health care plans

	To ensure full access to the curriculum for all children.	Liaison with specialist advisory teachers; CPD for staff; differentiated curriculum with alternatives offered. Use of interactive ICT equipment. Specific equipment for occupational therapy provided if needed.	at least termly	SENCO	Learning Plan targets are met; pupils attain individual targets
LONG TERM	To ensure building is physically accessible to all	Consideration of installation of lift.	funds do not currently allow	governing body	children or adults with physical impairment are able to access first floor