

The aim of this plan is to set out how St Vincent's Catholic Primary School intends to increase the accessibility of all activities and facilities to disabled pupils over time.

At St Vincent's Catholic Primary School we are committed to providing an inclusive environment for all students.

Definition of Disability

1. "Disability". A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities. The Disability Discrimination Act 1995 (DDA) uses a broad definition of these to cover all activities that occur in a school.
2. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives. This includes students with specific learning difficulties, ASD, ADHD and any linked with CAMHs (Child and Adolescents Mental Health.)

This document is divided into 3 sections:

Section 1: An audit of the present position using the DCFS audit checklist

Section 2: Identification of the key points specifically appropriate for St Vincent's Catholic Primary School

Section 3: The action plan

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Self-Audit – Accessibility

Curriculum:	Yes	Som e	No
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.		✓	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓		
Are your classrooms optimally organised for disabled pupils?		✓	
Do lessons provide opportunities for all pupils to achieve?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	✓		
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Do you provide access to computer technology appropriate for students with disabilities?	✓		
Are school visits, including residential trips, made accessible to all pupils irrespective of attainment or impairment?	✓		
Are there high expectations of all pupils?	✓		
Do staff seek to remove all barriers to learning and participation?	✓	✓	
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting and play, facilities; classrooms, the assembly hall, library, and outdoor areas, playgrounds - allow access for all pupils?	✓		
Could pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?			✓
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform	All except hearing		

ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	impaired		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			✓ ?
Are areas to which pupils should have access well lit?	✓		
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics and noisy equipment?		✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓		
Access to the written word			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	We have in the past, we have no pupils with this disability at present		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓		
Do you have the facilities such as ICT to produce written information in different formats?	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		

The audit identified that there are difficulties to be addressed for the site, which may be addressed over the coming years, funds being available.

Main points in our plan:

Access to the curriculum:

- The overriding principle is to provide full curricular access to all students who have been allocated a place at St Vincent's.
- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods
- Identify staff development needs to improve their ability to meet the needs of pupils and include these within the performance management systems
- Links should be developed with agencies that can extend the expertise of staff and extend the learning experiences of pupils
- All staff should feel confident in their ability to deal appropriately with every student. They should be able to identify when a child is not suited to an activity, and have an alternative available.

Access to the physical environment

- Within the context of our site, which contains stairs and two levels, any refurbishment and new build will be undertaken with the intention of improving access for disabled students. Consideration will be given as to whether making alterations will be part of a logical plan, and provide value for money. Where a risk assessment has been undertaken, relating to a student with a disability, staff should implement the recommendations within their own teaching environment.

Access to written information:

- Students who have difficulty accessing standard size print should have this fact identified on, or prior to admission. All relevant information will be collated and communicated to all staff.
- The Inclusion Department will communicate individual requirements for enhanced scripts to teaching staff.
- Staff must ensure that the specific needs of every pupil has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.
- Consideration must be given to the text presented to students, considering the need for simplified versions where this is appropriate
- The use of OHPs, projectors and TVs must be considered in the context of students disabilities. Recognition must be given that some formats, whilst beneficial to many students, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where a disabled student is working.

Target	Tasks	TIMESCALE	Responsible staff	Success criteria
Access to the curriculum				
Links with external agencies	Develop links with external agencies who work with disabled students	As needed	CB PDT JR	Increased awareness of what each external agency can do to support our students
Increased staff awareness	Empower staff to deal with students appropriately	On-going as needed	CB PDT JR	Staff are confident with their ability to teach identified students effectively
Review provision within music, drama and PE	Ensure these subjects provide access for identified students, where possible	Constantly under review	JR JC	Areas of difficulty identified for inclusion in action plan
Access to the physical environment				
Access to upstairs classrooms	Impractical to have a lift in the building If necessary swap Year 3 & 4 and Year 5 & 6 as and when needed	As and when needed	JR	Children/staff who find it difficult to climb stairs will be located in classrooms on the ground floor
Wheelchairs	Site survey to identify accessible rooms	Constantly under review	JR JC	Identify curriculum access to wheelchair users to facilitate future plans
Access to written information				

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Access to ICT projection/laptops for text entry	Make relevant ICT available to pupils with specific needs	Constantly under review, eg laptop for pupil with learning difficulties	JR CB	Students to be using appropriate ICT equipment Staff to be aware of how students can use ICT to support their learning
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