



St Edmund's Catholic Primary School

Accessibility Plan

Mission statement

To Love, To Care, To Share

St. Edmund's Catholic Primary is a community of faith where we aim to keep Christ at the centre of everything we do. We celebrate the uniqueness of every individual nurturing them to achieve their full potential. Our understanding and experience of the love of God grows through our way of living, behaving, learning and teaching, which is inspired by Jesus.

This plan should be read in conjunction with the following policies:

- SEN and Disability Policy
- SEN Information Report

We believe that this accessibility plan is compliant with current legislation and requirements as outlined in the Equality Act 2010.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

At St. Edmund's we are committed to the inclusion of all the pupils who, having met the admission criteria, are placed on our registers. We recognise that their inclusion may warrant preparation in terms of physical access, access to the curriculum and access to information. We will not discriminate against a pupil on the grounds of disability and will make reasonable adjustments to accommodate them in so far as our resources allow. We are committed to making changes and removing barriers, where feasible, in whatever area, which will affect this access and inclusion.

At St. Edmund's we believe ***inclusion*** to mean that all children have access to a broad and balanced curriculum and are given the support they need, dependent on availability of resources, to achieve their potential. We recognise that every child has individual needs and our curriculum, teaching and learning are planned carefully to reflect that.

We recognise that this Accessibility Plan must be adequately resourced, implemented and reviewed every three years. Our action plan showing how the school will address the priorities is attached.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- Participation in the curriculum
- Physical access to facilities and services
- Availability of information

The purpose of our plan is to reduce and eliminate barriers to access the curriculum and to achieve full participation in the school community for all pupils and adult users with a disability.

Audit of existing achievements and provision:

We seek to remove all barriers to learning and participation and are committed to all staff having the necessary training to do so.

Curriculum:

- Information gathered on future pupils to facilitate advanced planning – includes pupils entering the Foundation Stage
- Established procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information on SEN pupils given to relevant staff
- Termly whole school tracking meetings with Class Teachers, Deputy and Head teacher and reviewed with the SENCo
- Pupils and parents involved in target setting and reviews of Learning Support Plans
- Liaison with and support for staff and parents from external agencies (Educational Psychologist, CAMHS, BSS, Speech and Language Therapist, EWO, Physiotherapist, OT, Russet House outreach service, Hearing Impaired Service and Visually Impaired Service)
- Intervention groups
- Tiger Team sessions for coordination development
- SEN Friendly Classrooms with visual timetables
- Challenge activities for all children, differentiated according to need
- Individual timetables for children where appropriate and necessary
- Specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print papers)
- Differentiated curriculum to enable all pupils to feel secure and make progress
- Learning Support Assistants and Teaching Assistants deployed to implement specific individual or group interventions as required for academic or emotional development
- Risk assessments are carried out for all school trips
- Individual risk assessments are put in place for pupils with a high level of need, those with short term physical injuries/recovery from medical procedures etc. and those with Social, Emotional and Mental Health needs.
- Changes to the physical environment to accommodate the wide ranging needs that we have at St Edmund's

Where appropriate, Staff will receive additional training to enable them to be effective in the education of any of our pupils with disabilities. As is our practice, we will continue actively to promote and be involved in liaison with other professionals in the community to further this aim.

Physical Access:

Our school is housed in a two-storey building with three staircases and no lift. The staircases all have rails. The ground floor classrooms all have doors which lead directly to the playground and have ramps for wheelchair access. The first floor is split level, six steps linking the two levels. Following a building survey it is not deemed possible to construct a lift shaft internally

- The staircase and steps on the first floor have all been covered in textured anti-slip covering with each step finished with a contrasting colour for clear visibility
- There are fire doors strategically placed around the school according to Health and Safety regulations. These doors will however prove a hindrance to those using a wheelchair. The stairwells have been designated a “place of safety” by advisors from the Fire Brigade
- KS1 and KS2 playgrounds are accessible for wheelchairs
- Ramp up to Foundation Stage Playground
- Ground floor of building allows wheelchair access
- Disabled toilets in downstairs KS1 corridor, in school lobby and in the Foundation Stage building
- Wet room in Foundation Stage building
- A wheelchair accessible group room, a sensory room and a high needs SEN room are available on the ground floor for small group work, 1:1 work and quiet time. Additional rooms are also available on the first floor.

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Access to Information:

Provision of information is currently provided by review meetings, parents’ evenings and meetings with external agencies as required.

The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.

Prospective parents, pupils with Education, Health and Care Plans and pupils identified as having a special educational need are invited to a transition meeting to discuss their child’s particular needs prior to the pupil starting at school.

These pupils may be visited in the pre-school setting and/or the home by school staff.

It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.

To ensure the future of the accessibility plan, this plan should become less of an independent strategy and more of a thread running through all of the school's plans and policies.

Review date: September 2025

Accessibility Access Plan September 2022-September 2025

Target	Strategy	Outcome	Who/When	Review September 2025
All staff know how to meet the needs of disabled pupils	Targeted training for specific staff SENCo to carry out monitoring focusing on meeting needs of disabled and SEN pupils Programmes provided by other agencies and professionals.	All staff will have a range of strategies for meeting the needs of children with common disabilities Staff will have an understanding of individual needs from professionals in the field.	Staff meetings Access to courses run by the LA and other SEN training providers Planning and reviews of programmes from other professionals	Ongoing
New staff are aware of their responsibilities with regards to disabled pupils and/ or SEN pupils	Include related questions in interviews. SENCo to induct NQTs/ new staff with regards to responsibilities Ongoing staff meetings regarding the SEN Code of Practice	New staff understand expectations and are suited to working with pupils with disabilities and /or SEN	SENCo Induction as and when new staff or children enter the school	Ongoing
To deploy support staff appropriately dependent on individual pupils with specific needs and intake	Plan provision and resources accordingly	Needs of individual pupils and cohorts met	Headteacher, Deputy and SENCo in Summer term and through tracking meetings	Ongoing

<p>Individual risk assessments to be completed for pupils with a disability, a high level of need, short term injury and/or recovery from medical procedures</p>	<p>To be aware of risks specific to the child and their needs.</p> <p>Communicate this information with parents and carers</p>	<p>Needs of individual pupils met</p>	<p>SENCo</p> <p>As necessary</p>	<p>Ongoing</p>
<p>To provide support and provision for pupils with Social, Emotional and Mental Health difficulties</p>	<p>Play therapy provision</p> <p>Emotional Literacy Support Assistant (ELSA)</p> <p>My Young Mind Enfield</p> <p>Dedicated space for emotional regulation</p> <p>Wellness Stations</p>	<p>Needs of individual pupils met</p> <p>Children learn to self-regulate and develop strategies for problem solving</p>	<p>SENCo</p> <p>As necessary</p>	<p>Ongoing</p>