

**Accessibility Plan 2020 – 2023**

**Mission Statement**

Welcome to St Winefride's where we come together to LEARN, LAUGH, LISTEN, LIVE and LOVE in the presence of Jesus.

At our school, we believe that everyone is valued as a unique gift from God.

We work together to create an engaging learning environment, where all children are challenged to achieve their full potential.

**Aims**

At St. Winefride's Catholic Primary School, we are committed to providing an environment fully accessible to all pupils, staff, parents/carers and visitors regardless of their needs.

**Aims and Objectives**

- We ensure that all our children have equal access to the curriculum and develop it as needed to ensure that pupils with special educational needs or disability are provided with equal opportunity to progress and develop academically just as able bodied pupils.
- We celebrate the cultural diversity of our wider community and show respect for all minority groups by ensuring that information about the school is available, in required formats, if requested.
- Through positive educational experiences, including the physical environment of the school, we aim to develop facilities and provide physical aid to ensure full inclusion and access to education for all pupils, no matter their disability.

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

- Single Equality
- SEND
- Health and Safety
- Children in Care
- Vulnerable Children
- Teaching and Learning

**Tracking and Monitoring of Accessibility**

It is the responsibility of the headteacher and the Governing Body to monitor the effectiveness of this policy, by:

- Monitoring the progress of children with disability, comparing their progress with that made by their peers.
- Assess the impact of this plan through regular review of the action plan.
- Provide training for staff in accessibility needs and raising awareness of disability information.

## Increase the extent to which all pupils can participate in the life of the school

### Long Term Goals

- To ensure that no school policy or activity discriminates against children with SEND and develop and implement strategies across all areas of the life of the school to include everyone equally.
- To continually review attainment outcomes for children with SEND and take action to improve these outcomes year on year.
- Ensure that children themselves have a forum for their views about how well their needs are met in school.
- Ensure that all staff are aware of their responsibilities under the requirements of the Equality Act 2010.
- Promote a positive school culture and raise awareness of equality across the school.

### Increase the extent to which all pupils can participate in the curriculum

Identified Area	Actions + Timescales Short Term 2020-21	Actions + Timescales Medium Term 2021 - 2022	Actions + Timescales Long Term 2022-2023	Resources + costs	By whom	Monitoring + Evidence of Outcome
Improve all staff knowledge and understanding of the Equality Act requirements in relation to access to the curriculum	Update staff on any changes  Ensure that all new staff have full knowledge and understanding of the Equality Act requirements in relation to access to the curriculum.	To ensure that Senco and HT are aware of requirements of Equality Act 2010	Update staff on any changes  Ensure that all new staff have full knowledge and understanding of the Equality Act requirements in relation to access to the curriculum.	Through staff meetings  INSET  CDP	HT	
Promote positive attitudes to difference of any kind across the school - Implementation of SRE curriculum	To be addressed through RE lessons  RSE to be fully introduced by Summer 2021	Full implementation of RSE programme of study  Staff to amend scheme as they work through the year	Full implementation of RSE scheme of work together with any adaptations	Cost of additional resources	SLT  RSE SL	
Increase access to all areas of the school to ensure full participation in the life of the school as a whole.	Ensure pathways are clear to ensure easy access to school buildings, including wheelchair access	Ensure easy access to school buildings, including wheelchair access  Provide a disabled toilet in lower infant/pre-school area of school	Improve access to school and safety at main entrance, by: <ul style="list-style-type: none"> <li>• Extend car park</li> <li>• Establish a designated 'disabled' parking space</li> <li>• Establish a 'dropping off' point for deliveries</li> </ul>	Costs up to £2000 to be planned for through school budget  Costs above £2000 through bids to Diocese for SCA funding	To be planned through Action Plan HT Finance and Building Committee	

Identified Area	Actions + Timescales Short Term 2020-21	Actions + Timescales Medium Term 2021 - 2022	Actions + Timescales Long Term 2022-2023	Resources + costs	By whom	Monitoring + Evidence of Outcome
<p>As part of the Equality Act 2010 anticipatory duty, ensure that educational visits and extra-curricular activities are planned to include all children where possible. Any providers should be able to meet of pupils attending school.</p>	<p>Ensure that any Educational Visits arrangements - identify strategies to overcome potential discrimination.</p> <p>Review and audit extra-curricular provision to ensure equity of access and identify any barriers.</p> <p>Seek advice from LA re/accessibility of outdoor activity centres for residential and other visits <b>(Sept 2020)</b></p>	<p>All new extra-curricular activities to be reviewed to ensure equal access prior to starting.</p> <p>Ensure that all educational visits including residential visits are fully accessible to all children.</p>	<p>Review visits undertaken and re-visit Educational Visits Policy to ensure that it remains relevant.</p> <p>Ensure that all school activities continue to be accessible to all pupils.</p>	<p>Allocated professional time</p>	<p>Headteacher</p> <p>SEND Governor</p>	
<p>Ensure all policies consider the implications of the Equality Act</p>	<p>Continue systemic review of policies and consultation with appropriate groups <b>(July 2021)</b></p>	<p>Continue systemic review of policies and consultation with appropriate groups <b>(July 2022)</b></p>		<p>Subject Leaders</p>	<p>SLT</p> <p>Policies and Curr Comm (G B)</p>	
<p>Improve attainment outcomes for children with SEND annually in relation to others nationally</p>	<p>Review attainment outcomes for children with SEND and identify key development areas</p> <p>Identify any 'gaps' in intervention or support for children with SEND</p> <p>Ensure appropriate support is available.</p> <p>Establishing a structured programme of intervention/support for children with additional needs</p>	<p>Recruitment of highly skilled staff who deliver a range of teaching styles/techniques that support all pupils</p> <p>Continue to develop structured programme of intervention/support for children with additional needs</p>	<p>Recruitment of highly skilled staff who deliver a range of teaching styles/techniques that support all pupils</p> <p>Continue to develop structured programme of intervention/support for children with additional needs</p>	<p>SEN budget (notional 10% of general budget)</p> <p>Top-Up funding</p> <p>Educational, Health and Care Plan funding</p>	<p>HT</p> <p>Senco</p>	

Identified Area	Actions + Timescales Short Term 2020-21	Actions + Timescales Medium Term 2021 - 2022	Actions + Timescales Long Term 2022-2023	Resources + costs	By whom	Monitoring + Evidence of Outcome
Improve IT to increase access to curriculum for all children	Continue to review existing IT provision, both software and hardware in relation to pupil need.  Prioritise new software to purchase	Continue to review existing IT provision, both software and hardware in relation to pupil need.  Prioritise new software to purchase	Continue to review existing IT provision, both software and hardware in relation to pupil need.  Prioritise new software to purchase	Purchasing of iPads or laptops to 'fill' any gaps.	To be planned through the SDP Finance and Building Committee (Governing Body)	
Ensure that school has mechanisms in place to ensure that children with long term chronic conditions or medical needs have full access to the curriculum	Liaison with outside agencies to ensure mechanisms are in place.	Liaison with outside agencies to ensure mechanisms are in place.	Liaison with outside agencies to ensure mechanisms are in place.			