

St. Gregory's R.C. Primary

GOVERNORS STATUTORY POLICY



ACCESSIBILITY PLAN

December 2019

Introduction:

A very detailed Accessibility Audit and Report was carried out by South Tyneside Council on 16th July 2003. This was a comprehensive overview of the site at this time and since that date almost all of the concerns expressed have been dealt with and the school site now is fully accessible, though, given the age of the building and its layout, there are still areas that could be improved if funding were available. Disabled access to the staff room for example, which is upstairs and disabled access and egress from the Junior Department which has a number of stairs up to the main doors, however other than these two physical barriers, the layout of the school and all new additions and improvements since the audit have been to the highest specification to ensure that they met the needs of all of our pupils and staff.

This updated plan has been written to ensure that St. Gregory's RC Primary School meets the necessary requirements for accessibility for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

St. Gregory's RC Primary School recognises it's duty:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education, care and associated services;
- Not to treat disabled pupils less favourably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- To publish an accessibility plan.

St. Gregory's RC Primary School aims to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to enable pupils to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled pupils.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

- **"They have 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".**

St. Gregory's provides all of our pupils with a broad and balanced curriculum, differentiated, adjusted and refined to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting learning challenges;
- Responding to pupils' diverse needs;
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

The three areas to be considered in the action plan are:

- **Improving education and related activities:** St. Gregory's will seek and follow the advice of LA services, such as specialist teachers' and SEN advisors and of appropriate health professionals from the NHS trust. We will also seek to liaise and confer with our specialist schools and provision for the partially sighted and hearing impaired;
- **Improving the physical environment:** St. Gregory's will take account of the needs of the pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings;
- **Improving the provision of information:** St. Gregory's will make itself aware of local services, including those provided by the LA, for providing information alternative formats when required or requested.

Contextual Information:

St. Gregory's RC Primary School, is a highly inclusive school and prides itself on being so whilst striving to improve the infrastructure over time, to meet the needs of children, staff and visitors. Governors can point to a range of significant improvements made since 2003 audit and access and facilities for the disabled do enable safe access, egress and movement around almost all of the school. Access to the current staff room and kitchen facilities cannot be accommodated given the footprint of the building but as alternative sources are provided, the school can and does meet most of the needs of all of our pupils, staff and visitors.

Information about the school's disabled population:

The school intake regularly has children who have some sort of impairment that impacts upon their learning. Some children have moderate and specific learning difficulties that require additional support. At the minute we have no pupils who are registered as disabled or who require a wheelchair to move around the school and grounds.

The school is proactive in liaising with potential parents / carers and children by visiting nursery settings and meeting with families immediately following the admissions deadlines. Reception staff have prepared a questionnaire for prospective and successful parents to complete at one of our induction afternoons and this enables the school to have further information to hand when assessing the needs of the next Reception cohort. The LA and Health Advisors are contacted for support and guidance.

We currently have seven members of staff who hold First Aid Certificates and in addition we now have five staff including the Head Teacher, who have been trained to administer insulin to diabetic child in Year 1. Staff are trained in the use of epi-pens where necessary also.

Transition meetings are held between class teachers in July of each year. A very thorough system of review takes place across the year led by EMC and her staff for all SEND and EHC children and their families. The school's practice in this area is held in high regard.

How appropriate is the current provision:

We currently have no disabled pupils or staff. All pupils with special needs and EHIC plans are very well catered for and supported to achieve to their fullest potential in a caring and supportive environment where each child is cherished. SEND / EHC children are supported to access the curriculum by adapting the timetable, lesson content and presentation of resources to ensure better accessibility. Visits are carefully planned and access to after school care and opportunities are facilitated. Regular CPD, including specialist training (Diabetes).

Provision in an Emergency:

We have no pupils with specific physical needs requiring a personal evacuation plan. Regular evacuation practices confirm that egress from the school is both swift and safe.

Recent Projects to improve the physical environment have included:

A new main school entrance with correct width doors to enable comfortable access by wheelchair and doors to the main hall. New security lighting and push bar exist to classrooms Y5 and Y6. New flooring to the main corridor with contrasting paintwork. A new disabled washroom, toilet and shower were added in 2009 and is currently being upgraded with new floor.

All future improvements will be built or purchased with inclusivity to the fore.

Signed on behalf of the Governing Body:-

Date:- 4th December 2019

Signed: _____ (Head Teacher) Date: _____

Signed: _____ (Chair of Governors) Date: _____

To be reviewed December 2020