

St Aidan's Catholic Primary School



Accessibility Plan

Agreed by Governing Body	Pupil & Learning Committee 19.11.19

School Mission Statement

‘Learning and growing together, inspired by the love of Jesus’

In our School we aim to:

Spread happiness with a smile

Take care of others and of property

Always try our best

Include others and share

Do as Jesus asks us to

Always tell the truth

Never forget our manners

Speak calmly and kindly

St Aidan’s Catholic Primary School has high expectations for disabled pupils and a commitment to pupils’ full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. 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.

Most entrances to the school are at ground levels in order to negate the need for ramps, where this is not possible there is an alternative entrance to those areas. There are disabled toilet facilities available and accessible on the ground floor near the entrance. The interior of the building is fully accessible downstairs. Upstairs cannot be accessed to individuals in a wheelchair or with mobility issues. Activities are moved downstairs where possible.

Pathways of travel around the school site and parking arrangements are safe. There are designated spaces in the carpark with good access to the gates. School gates are closed during the school day to prevent

individuals entering the school site. Currently vehicles can enter the carpark but the side gate prevents any further access. All play areas are fenced off from the car park by locked gates

Emergency and evacuation procedures are accessible to all. Alarms are auditory and visual, with the assembly point on the playground.

Space for quiet work and small group work has improved in recent years with the addition of a small group rooms.

Furniture and equipment are selected as standard, age related as appropriate.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama 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 SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' IEP 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 through Quality First Teaching.

Access to information within the classroom is enabled through the use of visual timetables where necessary, and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them. Pupils with physical difficulties with writing are able to access IT equipment when needed.

We work in close consultation with the Knowsley EAL (English as an additional language) teacher in order to ensure that children with English as an additional language are provided with individual/small group teaching to develop their language skills and increase access to the curriculum.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines linked to diabetes. There is a register of children with medical needs.

A list of children with specific medical needs or allergies are kept in the medical room, Breakfast Club Register, PE Lead and classrooms first aid bags. Information relating to these children is also passed on to lunch-time supervisors and included in the classroom first aid bags in order to inform visiting teachers.

Epi-pens, diabetic medicine and inhalers are always taken on visits/trips out of school. Staff trained in first aid and the use of epi-pens and diabetic procedures always accompany trips.

Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in our action plan. Through feedback received at parent consultations and IEP reviews we are confident that the school adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

The Access Plan, whilst remaining a separate plan, will be embedded within the School Development Plan.

According to the recommendation of Disability Rights Commission font size should be no less than 14 point.