

# St. James the Great Roman Catholic Primary and Nursery School



## Access Plan

**Date Created:** January 2017

**Date Reviewed:**

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St James the Great Primary and Nursery School has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place on 20<sup>th</sup> January 2017.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

This can be found on our website in the **statutory Items** section.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

#### **Definition of special educational needs**

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

#### **Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
<b>Staff training( inc accessibility of information)</b>						
<b>Autism awareness</b>	Review autism education trusts' <i>autism competency framework</i> with staff	Teachers reflect on their areas of skills and developmental needs and document in the framework	Timetable of drop in sessions (to be led by SALT and Inclusion Manager) to address areas in which staff feel less confident	ASD strategies are implemented in the classroom to support pupils	Autism education trust assessment tool introduced to staff in order to measure progress in area of need	Pupils' progress is more accurately tracked
<b>Knowledge of dyspraxia</b>	Review of handwriting provision for pupils with dyspraxia	Pupils with dyspraxia have appropriate writing tools and strategies to help them to access the curriculum	Staff meeting led by an occupational therapist/EP to talk about strategies and activities that will support dyspraxic pupils	Teachers and support staff are better informed of the likely impact of dyspraxia on a pupil's learning and plan provision accordingly	Interventions for fine and gross motor skills are implemented in the school OT referral system is explained to parents via workshop/information evening	Parents are better informed about referral process and ways to help their children's physical development Evidence that pupils' fine and gross motor skills develop
<b>Teaching and learning (inc access to curriculum)</b>						
<b>Academic inclusion</b>	Scaffolding through "keep up not catch up" approach to intervention	Pupils with SEN have improved access to the curriculum of their peers	Resources provided to support access eg whiteboards, use of technology (ipads, laptops, workstations)	Improved access to year group learning as children have appropriate resources to support their learning	A more nurturing environment is established to enable pupils to learn outside the classroom environment when appropriate	Pupils with SEND able to access mainstream provision where appropriate and be taught in a nurturing environment that meets their learning needs
<b>Learning access of hearing impaired pupils</b>	Review of acoustic environments in the school alongside school allocated teacher of the deaf	School draw up a plan for improvement to key stage two classroom environments	School applies for funding to support sound boards/sound systems to be purchased for key stage 2 classrooms and matched funding requested from governors	Purchase plan finalised	Appropriate resources purchased and installed in year three classrooms	Interviews with hearing impaired pupils indicate they have better access to teaching input and to the learning environment generally

<b>School estate – minor capital expense</b>						
<b>Physical access to the school site</b>	Buildings committee to review suitability of paving around area outside kitchen	Plans to repave or resurface the area	Review of ramps and steps and buildings committee to incorporate into maintenance schedule	Clear plan to improve access to key areas via steps and ramps	Access to the staffroom for visitors or members of staff who cannot use the stairs Incorporation of a disabled parking space	Staff with physical needs or disabilities have the same access to all areas of the school as able bodied members of staff
<b>Sensory environment</b>	School council and SEN pupils to carry out survey of sensory environment and share with staff	Clear information gathered about how the learning environment might be impacting on SEND pupils with sensory issues	Meet with premises manager and/or buildings committee members to develop a plan to improve the classrooms in terms of sensory impact	Buildings committee budgeting and premises manager task list reflects need to address sensory issues in classrooms	Information regarding sensory environments and how the school addresses sensory needs to be published on the website	Parents are better informed with regard to the classroom environments and how the sensory impact of light, sound, smell etc is managed
<b>School estate – major capital expense</b>						
<b>ELP/nurture provision</b>	Inclusion Manager's office to move to reception cupboard	Inclusion room free for use by pupil groups, particularly those who find it difficult to access the curriculum in class	Three year plan to be developed to facilitate setting up of enhanced provision for pupils with specific needs (eg SALT, ASD) in spare classroom or in a specifically built block	Governors spending plans incorporate the conversion of a classroom or the building of a separate unit on site	Inclusion Manager to resource, staff and manage the ELP	Pupils with high levels of need are able to access aspects of mainstream learning with access to enhanced provision to meet their learning needs