

St Margaret Clitherow Catholic Voluntary Primary and Nursery Academy

Disability Access Plan

Updated March 2020

MISSION STATEMENT

St Margaret Clitherow Catholic voluntary and Nursery Academy is a community concerned with the growth and development of the whole person. In that community great importance is attached to every individual. The foundation of all that the Academy does is the person of Christ, who is at the centre of the community. Our aim is to encourage individuals to grow to Christian maturity through the opportunities we provide. 'Love one another as I have loved you.'

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Definition of special educational needs in this document, 'special educational needs' refers to a learning difficulty that requires special educational provision.

A pupil or a person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A pupil under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above 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.

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.

St Margaret Clitherow Academy 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.

It is the aim and intention of St Margaret Clitherow Academy to fully comply with current legislation and good practice. We wish to make our premises as accessible as possible, in line with local planning policy and the obligations imposed as service providers under the Equality Act of 2010. It is a single site school, with Foundation stage 1 & 2, Key Stage 1 and Key Stage 2 departments. A recent audit took place on the 1st November 2017 with recommendations for the school to act on in order for the school to be accessible to all. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

REASONABLE ADJUSTMENNTS

Necessary adjustments will be made to the physical environment, policy and procedures that will enable disabled staff, pupils and members of the community to take full advantage of the facilities and opportunities that their disability allows. Adjustments are made, however on an individual basis according to need, by working collaboratively with disabled persons and/or their parents. In deciding whether an adjustment is reasonable the following factors will be taken into consideration:

- The extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- The practicality of the adjustment
- Financial implications

The table below is based on our current assessment of accessibility for pupils with SEND and recommendations given from recent Disability Access Audit. 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 Based on the recent Audit the school meets the requirements for the standard regulations:

- ✓ Date Ramps are accessible for wheelchair users
- ✓ All doors meet the standard width regulations (measured including rubber frames for safety)
- ✓ Ramp meets 1 metre flat level before decline
- ✓ Disabled toilet
- ✓ Disabled access from around the school
- ✓ All fire escapes are accessible for all Fire escape signs

Action of Duty	Task	Action to be taken	Frequency of monitoring	Responsible person	Reviewed/ completed
Physical Environment					
Ramps could be provided to most doors where there is a small lip to provide easy access for wheelchair users	Ramps to be provided at most doors to make it more wheelchair friendly	Report to be shared with Governors	Ongoing	HT, Governors SLT	Doors have been replaced and most doors are flat to the floor. This will be monitored and reviewed if

					needed to meet needs.
Ensure Disabled toilet is accessible at all times	Remove clutter and ensure can be accessed	Monitor and ensure is clear	Ongoing	All staff	Reviewed weekly
Foundation Stage Shower room is not suitable (due to size) to meet the needs of a child who would need changing and more than one adult to address needs unless boys toilets could be moved and be made into one room		Monitor and re assess when needed	Ongoing	HT, Governors, Site manger	Reviewed during scheduled refurbishment and during admissions
There is no access to a Disabled toilet suitable (in size) for a child in the KS2 who may need changing and more than one adult to assist them with equipment		Monitor and re assess when needed	Ongoing	HT, Governors, Site manger	Reviewed during scheduled refurbishment and during admissions
Circulation routes to be accessible at all times for individuals on crutches and in wheelchairs	Ensure routes are clear and safe at all times	Monitor and ensure tasks are carried out	Ongoing	All staff	Reviewed daily
Safe use of carpark for all – Ensure that pathway is level and accessible for wheel chairs	Monitor pathway Share use of car park with staff and visitors	Monitor	Ongoing	All staff	Mar 2020 – some dips and holes – consult site manager
Ensure all Fire Exits are clearly marked	Ensure all signs are visible for all	Monitor and replace when needed	Ongoing	SLT, site manger	All doors and fire routes are clearly labelled

Curriculum and Attitudes					
Create effective learning environments for all	Reinforce responsibilities of all teachers as outlined in the SEND Policy Implement FQT in all classrooms	Learning visits Pupil voice Staff voice Training	Ongoing	SLT SENDCo All staff	Termly
Ensure that all children have access to the curriculum for pupils with disabilities	Audit participation in extra-curricular activities and identify any barriers Ensure school activities are accessible to all students.	Audit Invite PP and SEND children	Ongoing	SLT SENDCo All staff	Termly
Use the school environment to promote positive attitudes towards disability	Polices up to date and reviewed Displays Assemblies to celebrate success	Monitor Pupil voice Staff voice	Ongoing	SLT SENDCo All staff	Termly
Develop staff knowledge and skills of SEND support	Staff are confident of strategies used to support all children	Staff voice Training Learning visits	Ongoing	SLT SENDCo All staff	Termly

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

This accessibility plan and the outcomes will be evaluated annually/every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Headteachers- Miss Reilly/Miss Sweeney

SENDCo- Miss O'Neill

SEND Governor- Monica Maina