

# ST ALOYSIUS CATHOLIC JUNIOR SCHOOL

## SCHOOL ACCESS PLAN

Our Mission Statement and general aims set out the school's ethos and values:

**Through Jesus, we learn, love and grow together**

### **Introduction:**

All schools have a legal duty to have a plan to increase over time their accessibility to children with disabilities. This plan has been produced to meet the legal requirements of the Equality Act 2010 and should be read in conjunction with the SEND policy and Equality Policy. This access plan was written in consultation with the staff and governors and will be regularly monitored and reviewed by them.

### **Aims:**

The aims of the plan are:

- To increase access to the curriculum for children with disabilities
- To improve the delivery of information to children and all stakeholders with a disability
- To improve access to the physical environment of the school

### **Aim 1: To increase access to the curriculum for children with disabilities**

Priority	Action/s	Criteria for success	Time	Resources	Monitoring
Ensure there are staff with an understanding of the needs of individual pupils with a disability.	Book training for staff to become skilled in specific areas (eg autism, Down's syndrome, diabetes)	An 'expert' will be available within the school to give advice on specific disabilities. Staff will have a clearer understanding of the needs of pupils within their class with a disability.	Ongoing	Training courses	SENDCO
Plan to meet the needs of all pupils	Provide opportunities for staff to seek expert advice. INSET on differentiation and planning to meet the needs of	Activities will be differentiated to provide an appropriate level of challenge.	Ongoing	External agencies Practical resources (eg Numicon)	SENDCO, HT, Subject Leaders

	individual pupils. Supply practical resources that will support teaching and learning.				
Provide a stimulating, rich and interactive classroom environment.	Working Walls which support learning Visual reminders Word banks Displays IWB Flexible seating arrangements (eg mat, horseshoe table)	All children use displays to help them in learning. All children are engaged in the lesson.	Ongoing	IWB Display materials Range of seating/tables	HT, SENDCO, Subject Leaders
Provide a broad, balanced and motivating curriculum.	Plan topics to ensure the curriculum is exciting (including Igniting Learning opportunities). Plan a variety of extra-curricular activities (eg Curriculum Plus, music, sport) and ensure these are accessible to all.	Children are passionate about learning. Children take part in competitive sport. Children learn to play a musical instrument. Children go on a wide range of trips (including School Journey).	Ongoing	Curriculum Plus budget Igniting Learning budget	HT, SENDCO, Subject Leaders (inc PE & Music)
Provide a range of interventions to accelerate progress.	Use provision mapping to target interventions across the school. Ensure Teaching Assistants/teachers are trained to deliver intervention programmes effectively. Regular training for all TAs.	Children are given targeted and timely interventions. Adults delivering interventions will have increased confidence and understanding leading to more effective support.	Ongoing programme	Training courses Materials for interventions	SENDCO, HT, TAs (peer)

**Aim 2: To improve the delivery of information to children and all stakeholders with a disability**

Priority	Action/s	Criteria for success	Time	Resources	Monitoring
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<p>Ensure parents with a hearing impairment have access to information.</p>	<p>Book interpreter for key events (Parents Evening, meetings and class assemblies). Text important information to the parent.</p>	<p>Parents will have an understanding of their child's progress. Parents will be able to enjoy their child's performance in class assembly. Parents will be informed of important information for their child's class.</p>	<p>Ongoing</p>	<p>£104 per booking (City Lit) School texting service</p>	<p>SENDCO</p>
<p>Ensure parents have access to key information regarding all aspects of school life.</p>	<p>Use noticeboards to deliver key information. Publish all key policies on school website. School website to contain links to key services/ resources. Ensure newsletter is accessible to parents. Text parents to communicate key information regarding clubs/ trips. Bilingual staff translate key messages to non-English speaking parents face to face or on telephone.</p>	<p>Parents feel up to date with key information and know where to go for further support.</p>	<p>Ongoing</p>	<p>School website School texting service</p>	<p>Parent questionnaires, SBM, HT, SENDCO, Admin Assistant and Apprentice, Class teachers and TAs</p>
<p>Increase parental engagement in learning.</p>	<p>Organise AfA Structured Conversations termly.</p>	<p>Parents will have contributed to their child's IEP. Parents will have had a chance to share their aspirations for and concerns about their child. Parents will have a clear understanding of how they can support their child's learning at home.</p>	<p>Termly</p>	<p>Supply cover</p>	<p>IEPs with AfA actions, SENDCO</p>

**Aim 3: To improve access to the physical environment of the school**

Priority	Action/s	Criteria for success	Time	Resources	Monitoring
To provide access to the ground floor of the school building for all stakeholders.	Ensure ramps are in good condition and kept clear and accessible at all times.	All stakeholders can enter and exit the building easily and safely.	Ongoing	Ramps	SSO
To ensure the school is prepared for disabled visitors/ pupils	Check disabled toilet/ wet room is functioning properly (including the emergency alarm). Keep all access and egress points clear. Check for trip hazards in all corridors and both playgrounds.	Disabled visitors/ pupils will have safe access to key areas of the school (including toilet facilities) at all times.	Ongoing		SSO, all staff
To ensure safe evacuation procedures for mobility impaired person.	Implement a PEP (Personal Evacuation Plan) for persons with a mobility impairment.	Persons with mobility impairment are safely and quickly evacuated from the building. Staff are clear about who evacuates any mobility impaired children in their class.	As required		Fire Marshalls (CM & GD)

**MONITORING THE PLAN**

This plan was updated by Miss T Shevlin (Deputy Headteacher & SENDCO)

This plan was agreed on 12<sup>th</sup> February 2015

Review and update by Spring 2018

Signed.....

Chair of Governing Body

