



Access Plan for St Paul's Catholic Junior School (2021-2024)

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

St Paul's Catholic Junior school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

Our school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached below is a set of action plans showing how the school will address the priorities identified.

Vision and values

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Liverpool Inclusion definition that says: '

It is society which dictates who is excluded - not the nature of the disability itself. The model recognises that removing barriers is as much about encouraging positive attitudes and behaviour traits as it is about removing physical barriers.' (Liverpool's Accessibility Strategy 2014-2017)

At St. Paul's Catholic Junior School, everything that we do centres around our Mission Statement:

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

We live out this mission statement through developing an ethos and curriculum that encourages all in our community to **be kind, be respectful and be resilient**. As a Catholic school, we believe that fostering a knowledge of Christ and nurturing the spiritual, personal, moral and cultural development of our children is fundamental to all that we do. It is vital that our learners gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. To see and celebrate those differences as there is strength and unity in diversity.

The School's Context

St Paul's Catholic Junior school is a large, four form entry mainstream school for boys and girls ages ranging from 7 years to 11 years old (approx. 500 on roll). The school is comprised of one school building, which has previously been extended. There is disability access for 12 of our 16 classrooms (excluding 1st floor rooms) and main areas of the school. There are four rooms situated on the first floor of the original building which have no access for disabled pupils.

Our School's Aims

- To promote our core values: Be Kind. Be Respectful. Be Resilient.
- To deepen our children's knowledge, experience and understanding of the world around them, moving from engaged to invested.
- To promote and foster a culture of positive mind-set and well-being.
- To enable a child to be an active participant in society and to make positive contributions; recognising that everyone has a voice.
- To work alongside the Parishes of St. Paul's and St. Timothy's to provide the foundation for a Catholic way of life in an environment of caring relationships built upon Gospel values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment

3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to the school are flat or ramped and have wide doors. The main entrance has wide doors which can open out into the entrance. The lobby is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail. The school has internal emergency signage and escape routes are clearly marked.

There are only four rooms disabled pupils have no access to on the first floor but they are split between year groups so as to give other teaching room options if needed.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs. Extra curricular clubs are offered to all pupils and any adaptations are made as and when are necessary which could include: specialist staff support, extra staffing, relocation of venue or adaptations of tasks.

We consult with experts (Compliance Education) when new situations regarding pupils with disabilities are experienced.

All staff are aware of and support Equalities legislation they have all received and understand our Equality policy. They fully understand the school's position on recognising, supporting and celebrating difference through our key values - Be Kind. Be Respectful. Be Resilient.

Patterns of attendance are scrutinised to ensure all children at St Paul's Catholic Junior School have 'good' or better attendance. Particular focus is put on supporting any identified groups of pupils attending below the expected marker. Support strategies, monitoring, EWO casework and parental challenge when appropriate /needed is put in place as we fully understand and value the links between attendance and attainment.

It is our belief that equality and inclusion is central to **all** of our policies and that we maintain an ethos that welcomes diversity and promotes equal opportunities for all, ensuring all our pupils and their families feel valued and supported and making sure that equality and inclusion is evident in everyday school life.

The implications for equalities in new policies and practices are considered before they are introduced

We use a range of teaching strategies that ensures we meet the needs of all pupils.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

Review

This Access plan will be reviewed annually and renewed every three years.

Priority	Staff responsible / involved	Strategy / Action	Resources	Timescale	Success Criteria
Curriculum Effective communication and engagement with parents / carers	HT & SLT Subject teams CT	Termly meetings with parents /carers. Additional care meetings - those vulnerable pupils who need extra support SEND & Safeguarding meetings / CP - as appropriate to legislative timescales Welcome meetings / transition meetings - Year 2/3 and Year 6 Curriculum letters and overviews - termly for all year groups	Time allocated as appropriate	Ongoing	Parents/carers fully informed about progress & engage with their child's learning
Curriculum Celebration (Diversity) weeks	Curriculum team SLT	List of people for each subject. Each class choose 4 to represent. Displays. Creators not consumers. Celebrate diversity. Pupil Voice (more developed subjects) History/Geography/ Art/Science/PSHE/Maths/English 'I'm proud of my work' labels added to 1 or 2 pieces of work.	Budget allocation for drama workshops Time for curriculum team to plan and create resources	Summer term	Encourage child reflection and collection of the views of 'all'. Increased engagement of all pupils.

		Drama workshops			
Curriculum Embed 'social justice' element of curriculum - Adrift Project. Plan, deliver, evaluate success of focus on refugees / asylum seekers / forced migration.	All school staff	Use of 'mantle of the expert' to engage pupils in learning. 'Character / dilemma led' delivery to help shift pupil engagement to invested learners. Understanding around social justice and our part to play in being responsible humans using drivers - Be Kind. Be Respectful. Be Resilient.	Time for teaching team to plan and create resources / time to become 'experts' in topic	Summer term	Shift from engaged to invested (bothered)
Curriculum Training for staff on increasing access to the curriculum for all pupils	SLT SEND Team Pastoral Team	Diabetes training ROAR training - whole school mental health approach Support and advice from EP service, Sensory Service, OT, physiotherapy service, School Nurse etc.	Training time TA time allocated	In place and ongoing Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met

		Access to courses, online support from CAMHS / SIL training Online resources for CPD shared with staff - identifying pupils with SEND needs / supporting pupils with particular needs Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, school nurse, ADHD Foundation etc.			Maintain records of staff trained
Curriculum Effective use of resources & specialised equipment to increase access to the curriculum for all learners	SLT SEND Team Pastoral Team	Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & voice activated text (Voice notes) Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)	Specific apps to support learning on ipads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Voice Notes

Curriculum	SLT	Pastoral support, timetable adaptations	Budgetary allocations	In place and ongoing	Needs of all learners met
Adaptations to the curriculum to meet the needs of individual learners	SEND Team	Individual physiotherapy/OT programmes	Time allocations		enabling positive outcomes
	Pastoral Team	Speech and language therapy programmes	LSA support		
		Use of access arrangements for assessment/National tests			
		Sensory circuits			
		Access to therapeutic services from external providers			
Curriculum	SLT	Consult Sensory Support team / visits from Sensory Support Service	Cost of equipment	In place when required - regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for visually impaired pupils	SEND Team	Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs	Staffing costs		
	CT	LSA support as appropriate			
Curriculum	SLT	Daily maintenance and use of radio aids when required	Installation of equipment	In place when required - regular visits from	Staff know how to operate/maintain hearing technology and
Improve educational experiences	SEND Team	Consider hearing loop/soundfield systems if recommended	Cost of equipment		

for hearing impaired pupils	CT	Consult Hearing Impairment team	Staffing costs	sensory support team.	learning experiences of pupils enhanced
Curriculum All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of all pupils	SLT SEND Team Staff leading activities / clubs	Risk assessments will be undertaken where appropriate. Providers will comply with all legal requirements.	Any specialist equipment needed to allow a child to access a club Staffing costs if increased	Ongoing	Increased access to the extra-curricular for all pupils with SEND.
Physical Environment Provision of wheelchair accessible toilets	SLT Site Manager Domestic Staff	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users

Physical Environment Access into and around school and reception to be fully compliant	SLT Site Manager	Designated disabled parking bay Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users.
Physical Environment Improvements to help the visually impaired.	SLT Site Manager	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint / tape. Trip hazards identified and addressed, with support from the Sensory Team where applicable.	Cost of maintenance, materials and labour.	In place and ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Physical Environment Improvements to help the hearing impaired	SLT Site Manager	Install hearing loop/soundfield when necessary Alarm linked to fire alarms	Cost of equipment/ installation	Future plan	Learning experiences of pupils with hearing difficulties enhanced
Physical Environment	SLT	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs / time costs	In place - parking bay	Disabled people aware of

Improve signage to indicate access routes around school	Site Manager			Future plan - wheelchair friendly routes	wheelchair access
Physical Environment Maintain safe access around exterior of school	SLT Site Manager	Ensure that pathways are kept clear of vegetation	Cost included in ground`s maintenance contract / site manager time / cost	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Physical Environment Maintain safe access around the interior of the school	SLT Site Manager	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school
Access to information in the written form Availability of written material in	SLT SEND Team Admin Team ICT Tech	Weekly newsletter / information letters emailed to parent/carers. Key content published on school website / Twitter feed. Provided translated documents where appropriate.	Contact details and cost of translation / adaptation.	In place & ongoing.	All parent/carers will be up to date and well informed of school information.

alternative formats		Improve availability of information for parents - display appropriate leaflets for parents to collect.			
Access to information in the written form Ensure documents are accessible for pupils with visual impairment	SLT SEND Team CT	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier / visualiser where appropriate Ensure large, clear font used in documentation.	Loan/purchase costs of magnifier or other specialist equipment. Cost of sending reading materials / test papers etc. away to be enlarged.	In place & ongoing	Pupils able to access all school documentation

