



ENGLISH MARTYRS CATHOLIC SCHOOL
Diocese of Westminster

Accessibility Policy and Plan 2019-21

Mission Statement: 'We are special people on a journey, growing and learning together, in search of excellence, as we follow in the footsteps of Jesus.'

Community Prayer: "Let us pray for one another, no matter what our culture, nationality, disability or gender, let us all be one in His name."

Values – Love Respect Honesty

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils;

This plan sets out the proposals of the Governing Body of English Martyrs school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled;

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

English Martyrs School Vision and Values

The school has set the following priorities for the development of the vision and values that inform the plan:

- To develop a more inclusive curriculum enabling all disabled pupils to participate
- To improve the physical environment of the school
- To disseminate information about disabled access and inclusion to parents, pupils and the wider community

Pupil Data and School Auditing

English Martyrs School currently has 217 pupils on roll with 46 pupils on the SEND register and pupils with English as an Additional Language, EAL. There has been a significant rise in children with Autism, Speech Language and Communication difficulties and Social and Emotional barriers to learning. In addition to our current provision, we hope that our accessibility plan will allow us to cater further for

children with identified disabilities. The school staff have a wide range of training and experience of working with children with a wide range of needs including:

Dyslexia

Dyspraxia

Autism

Specific medical conditions including asthma, diabetes, eczema

Social and Emotional needs

Speech language and communication needs

The extent to which pupils with disabilities can participate in the school curriculum

In daily lessons, disabled pupils have the right to access all areas of the current National Curriculum. High expectations are set by all staff within the school to ensure that resources are deployed in an effective manner to support pupils with additional needs. Staff have been provided with training regarding the needs of pupils with disabilities and how to best provide assistance to enable them to enjoy all aspects of school experiences as much as possible.

We employ a speech and language therapist and play therapist to support children with social and emotional barriers to learning.

We have the support of outside agencies as and when they are required, these include Phoenix Outreach Team, Occupational Therapy Support, Cherrytrees Behaviour Support and CAMHS - Children and Adult Mental Health Services.

We regularly update the provision map and risk assessment forms where applicable, this ensures that staff have a good understanding of the needs of disabled children in our school and are supported through both internal and external training opportunities. We provide:

- Wheelchair access to the school corridors, music room, playground and the school hall
- Accessible toilet facility in school foyer
- Shower facility in the nursery
- Curriculum differentiation to meet individual education needs; yellow markings throughout the school for visually impaired pupils.
- Access to external services and agency support
- Special arrangements for SAT testing, as required
- Fine and gross motor skills therapy and music therapy
- TA classroom support in all classrooms
- IT resources to cater for range of learning needs
- Disabled parking is available for visitors, pupils and parents upon request

In addition to current provisions, we hope that our accessibility plan will allow us to cater further for children with identified disabilities. We currently offer:

- A fully inclusive school ethos where we strive to make all children, parents and staff feel valued
- Diversity is respected and celebrated by all those who learn, teach and visit here
- High levels of support staffing
- Cooperative and supportive staff relationships with opportunities to share good practice within school and between schools in local partnership and local authority
- Regular and thorough attainment reviews to monitor pupil progress
- Good parental partnerships
- Regular involvement of external agency providers

Areas to improve include:

- Earlier identification and assessment to ensure appropriate intervention strategies are provided
- **Heighten staff, pupil and parent understanding of how pupils acquire language**
- To continue to raise staff awareness of various barriers to learning and strategies to employ for wide range of learning difficulties including autism, **language delay**, dyslexia and working memory

- Signage and visual stimuli throughout the school for pupils with speech and social communication disorders

Consider how the physical environment could be improved to enable pupils with disabilities to take better advantage of the services provided.

Recent refurbishment of the music room has provided a calm and child friendly learning zone for pupils with learning difficulties and social communication needs.

Playground extension zones to help develop pupils fine and gross motor skills

All teachers are aware of the needs of pupils in their classrooms and strive to provide appropriate learning environments to cater for the range of needs in their classrooms.

These include:

- visual timetables
- dyslexia friendly resources
- PECS - Picture Exchange Communication

The school has set the following priorities for physical improvements to increase access:

- Whole school approach to PECS and visual signage for pupils with speech, language and communication difficulties including autism.

Availability of information for pupils and parents with disabilities

Teachers are encouraged to be available each day to share key information with parents and to address any queries or concerns parents may have.

Information for disabled pupils and parents, unable to access that of their peers, might include:

- hand-outs
- visual timetables
- worksheets
- verbal communication of information of events

The school has set the following priorities for providing information for disabled pupils:

- To ensure that all staff are aware of individual needs in accessing information for pupils and/or parents and carers and make adequate and timely provision of information
- Identify parents who are unable to access information and signpost to parents who are able to translate information and/or provide translations of key information for parents when necessary

Management, coordination and implementation

The Governing Body takes responsibility for our school accessibility plan and, through regular meetings, is able to set a clear direction for development. The plan will have a three year time span, after which it will be revised and reviewed by all current contributors to include pupils, parents and external agencies. These agencies will also have an opportunity to evaluate the success of previous targets.

In order to implement our plan, we have set the following guidelines:

The school will make its accessibility plan available in the following ways:

- school website
- large print on request
- readable and simplified language or translation on request

Accessibility Plan

<u>Targets</u>	<u>Persons responsible</u>	<u>Monitoring</u>	<u>Time/ Resources</u>	<u>Outcomes</u>
1. Inclusive Provision				
To ensure early identification of need	SLT	GB	Summer 2019	The needs of individual pupils will be identified quickly and an effective response made to support their curriculum. Staff deployed effectively to support pupils with additional needs
To maintain and update the 'Children's Needs' board in staff room / school kitchen	Admin staff	SENCO SLT	Yearly - ongoing	An updated record of medical needs – easily accessed and maintained to heighten staff awareness of pupils needs.
2. Physical Environment				
Provide adequate playground games and sports opportunities for pupils with fine /gross motor difficulties	PE Coordinator MMS	SLT	Autumn 2019	Pupils fully engaged in play activities during morning break, lunchtime play and after school care provision. <u>Activities provided for pupils to develop fine and gross motor skills</u> <u>Gazebo area designated for drama activities to promote social skills and speech and language</u>
Hearing loop in wider school environment	Premises Manager	GB	Spring 2017	Not required
Disabled parking	Premises Manager	GB	Ongoing	Disabled parking is available upon request.
3. Information for parents and pupils				
To assess disability needs of parents regarding the dissemination of information	Admin staff	GB	Autumn 2019	Make reasonable adjustments to dissemination of information where appropriate.
Harness support of 'Friends of English Martyrs' class rep parents to identify parents' needs and support required by parents.	Admin staff	SLT	Half Termly - ongoing	Opportunities for parents to meet and share information with school and other parents. Identify parents' support network.
To deliver annual audits to pupils and staff (recent website letter)	Admin staff	SENCO SLT	Spring 2019	Awareness of needs within the school are identified and responded to.

To increase signage around the school	SLT SENCO	SENCO SLT	Spring 2017	Signage to be appropriate to pupils' needs and abilities throughout the school building.
Autism friendly <ul style="list-style-type: none"> • visual impairment • Brightly painted lines on stairs • Classrooms • Sensory rooms • Secure entry system • Secure play area • Toilet seat • Garden zone 	SENCO	SLT	Ongoing	Teachers provide safe and happy learning environments to support needs of ASD pupils