

The Blessed Sacrament Catholic Primary School

Accessibility Plan

Adopted: January 2016

Review date: Spring 2019

Definition of special educational needs

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

The SEND Code of Practice 0 to 25 Years (DfE, 2014) 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.

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.

*The Blessed Sacrament Catholic Primary School has adopted this Accessibility Plan in line with the school's **Special Educational Need and Disability 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 March 15.**

Our **Special Educational Need and Disability Policy (Jan 2017)** 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 and Disability Policy (Jan 2017)** for an outline of our full provision to support pupils with SEND.

Note: The Special Educational Needs and Disability Policy (Jan 2017) and publication of equality information and objectives can be found on the school website or a hard copy can be obtained from the office or from the SENCO

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.

	Objectives	Action			Timescale	Monitoring Method: Who? How?
		How	People	Resources		
1	Ensure the new hall building project includes accessibility features for disabled staff and pupils and fully complies with regulations	<i>Planning meeting Architecture and building compliance certificates</i>	<i>SLT Architect Project manager Building contractor</i>	<i>Agreed School budget Security systems Accessibility planning</i>	<i>By November 2016</i>	<i>Governors Full governors meetings reports from Project manager and independent quality surveyor</i>
2	Improve access for pupils who may experience difficulty moving around the school.	<i>Ensure care plans are in place to support all pupils with mobility difficulties</i>	<i>SLT SEND/Inclusion team Parents</i>	<i>Accessibility and Care Plan Planning time for SENDCO</i>	<i>On-going</i>	<i>Governors Head Teacher SLT</i>
3	To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND.	<i>Update SEND policy and staff handbook School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities. Raise awareness of disability equality via ☑ Staff meetings. ☑ PSHE lessons. ☑ Assemblies. ☑ Celebrating differences/diversity</i>	<i>SLT LA Services for Education Disability Rights Commission All school staff</i>	<i>Staff training costs Visiting speakers/trainers</i>	<i>July 2016</i>	<i>Head Teacher SLT Inclusion Lead Teachers TAs. Other Support staff.</i>
4	<i>Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities</i>	Thorough planning. Advance visits. Risk assessments	<i>Head Teacher SLT Educational Visits Leader Visit leaders</i>	<i>Leaders planning time for risk assessments Pre-visits where possible</i>	<i>Ongoing</i>	<i>Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils</i>
5	<i>Ensure that after-school clubs and care provision facilities are accessible for all pupils.</i>	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	<i>PE Leader Leaders of after-school clubs</i>	<i>Budget for clubs provision New equipment as needed</i>	<i>Ongoing</i>	<i>Head Teacher Feedback from parents and pupils</i>

6	Ensure the new curriculum is fully accessible to pupils with any type of difficulty or disability.	<p>Consider alternative communication systems.</p> <p>Consider the way in which information is presented to pupils.</p> <p>Consider ways in which pupils can communicate their ideas.</p>	<p>All Staff</p> <p>Subject leaders</p> <p>Advisors for sensory impairments</p> <p>Subject advisors</p>	<p>New curriculum costs</p> <p>Resources</p> <p>Subject leader release time</p>	Ongoing	<p>Head Teacher</p> <p>SLT</p> <p>SENDCo</p>
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This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

<u> TBC </u>	SEN Governor	Date:
<u> K Tomlinson </u>	Headteacher	Date:5 th January 2016.....
<u> J Barlow </u>	SENCO	Date:5 th January 2016.....

This Policy (and Access Audit) will be reviewed every three years/updated as needed. (Next review -Spring Term 2019)