



**St. John Bosco Catholic Primary School
Accessibility Plan
2014-2017**

Scheme runs for 3 years and is then renewed / revised.

Priority		Inclusion	Success Criteria	
Project Leader		Natalie King		
Aims/ Specific Activities	a) Timescale/Personnel b) Resources	a) Impact/Milestones b) Monitoring c) Evaluation	Review	
<p>1.1/1A: To develop vision and values that inform the DES:- Update our vision and values in the light of discussions with all stakeholders (including pupils, parents, staff and governors)</p> <p>To provide appropriate induction for all new staff and governors</p> <p>Ensure that all appropriate staff have had appropriate disability awareness training</p> <p>To ensure that all children with SEND have participation in after school clubs and extra curricular activities</p>	<p>a) Continue to develop annually through consultation with identified stakeholders and all staff. Termly monitoring of inclusiveness across all aspects of school life.</p> <p>b) Identified meeting time and space</p>	<p>a) Minutes / notes taken at such meetings as evidence. Evidence that Vision, values and Action statements are reconsidered, revised and amended accordingly.</p> <p>Pupils with disabilities are not excluded / show low participation in school events and data verified this.</p> <p>b) Vision to be reviewed annually and timescale mapped out. Termly monitoring of inclusiveness and information is reported to full FGB– evidenced in minutes.</p> <p>c) By identified post-holders including members of the school council and Identified pupils with disabilities.</p>	<p>Annually by focus group</p>	

<p>1.2/1B:To develop data and information to support the Accessibility Plan:- Ensure that data relating to SEND is up-to-date and accurate and regularly monitored, tracked and evaluated.</p> <p>Undertake audit of census data to check reliability</p> <p>Work with partners to ensure that other data sets, such as those relating to pre-school children provide accurate and useable data</p>	<p>a)Continue to develop systems and routines annually. Headteacher/SENCo, SMT/Office staff/ Subject Coordinators as required. Data to be tracked half-termy.</p> <p>b)Raise On Line, attendance data, SPTO information from the respective data bases</p>	<p>a)Data and statistics are monitored and DES has latest data included within this section</p> <p>Pupils with disabilities are not excluded / show low participation in school events and data verified this.</p> <p>b)Annually and information is reported to FGB—evidenced in minutes, information in Newsletters.</p> <p>c)By members of focus group / HT</p>	<p>Annually by focus Group</p>
<p>1.3/1C: Views of those consulted on the scheme Carry out specific consultations with pupils, parents and staff relating to the inclusion of SEND in relation to accessibility.</p>	<p>a)Continue to develop annually. HT, members of SMT, Members of the SMT will oversee this and map out a timetable at the start of each school year in accordance with the cycle of policy review.</p> <p>b)Questionnaires disseminated to the relevant groups and analysed.</p>	<p>a)Plans / actions are delivered as is reasonably practicable, and new suggestions are noted and assimilated where possible</p> <p>b)Annually and information is reported to FGB—evidenced in minutes</p> <p>c)By SMT to enable decision making re: greater inclusion if needed</p>	<p>Annually by focus group</p>
<p>2.1/2A:To increase the extent to which disabled pupils can participate in the school curriculum Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels</p> <p>Further training for staff in how to use formative/summative assessment to support the provision for SEND.</p>	<p>a)Termly through Literacy/Numeracy & Foundation Monitoring. SENCO; SMT and Curriculum Coordinator</p> <p>b)Time allocated to enable analysis of information. Training for school nurse/Staff meeting time.</p>	<p>a)No incidence of discrimination. Positive pupil outcomes. -Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements. -All staff up-to-date with medical procedures in line with Statutory/LA guidelines</p> <p>b)Annually and information is reported to</p>	<p>Annually by focus group</p>

<p>Ensure that SEND are supplied with appropriate aids to allow for access to the school curriculum</p> <p>Working with local authority advisers to ensure that maximum use is being made of ICT to maximise progress and opportunity for all</p> <p>Work with LA advisers and local special schools to remove specific barriers for disabled pupils in relation to PE and outdoor activities where applicable</p> <p>To work with our learning community, local special schools and focused provision personnel (including Advisers) to increase the opportunities for social interaction</p> <p>Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.</p> <p>Review all out-of -school provision to ensure compliance with legislation</p> <p>Ensure up-to-date procedures and practices based on LA guidelines for administering Medication – School Nurse to support.</p>		<p>FGB–evidenced in minutes</p> <p>c)By SMT</p>	
<p>2.2/2B To improve the physical environment of the school</p> <p>To install a hearing enhancement system in the main reception area</p> <p>Organise classrooms optimally to promote the participation and independence of all pupils -</p>	<p>a)Achieve by July 15. HT, Health and Safety and Finance Committee meetings determine spending plans; priorities and time frames for completion. Dependent on training courses from H&S - LA</p>	<p>a) Actions identified are delivered within the three year period identified. -Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils - Key staff trained in practical techniques of essential manual handling. School is</p>	<p>Annually via Site walk to identify new developments</p>

<p>with particular reference to disabled students</p> <p>Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students</p> <p>Liaise with LA/Inclusion support to provide training in manual handling</p>	<p>b)Hearing enhancement system</p>	<p>equipped with appropriate equipment</p> <p>b) Monitor the physical environment termly through GB meetings / Committee meetings as specified.</p> <p>c)By Finance Committee and Health and Safety</p>	
<p>2.3/2C Improving the delivery of written information</p> <p>Training for staff from the local authority in sharing written information in terms of form and content, considering Large print/Braille/ Audio format/ British Sign Language/ Symbols/Easy Read.</p> <p>Written material for pupils available in alternative formats</p> <p>Introduction of a visual timetable for all EY and KS1 pupils in the first instance</p> <p>Explore ICT solutions to information access with appropriate support services where relevant e.g. through pupil section of school website.</p> <p>Signs to be clear and helpful to all users.</p> <p>Make available school prospectus, newsletters and other information for parents in alternative formats.</p> <p>Emergency exit procedures reviewed for those with SEND.</p>	<p>a)Achieve by July 2015. Staffing and Curriculum committee, Whole staff, SMT and members of focus group.</p> <p>Work with Inclusion Support: The Sensory Support Team (VI)/(HI).</p> <p>b)Time allocated to audit and plan – staff meeting time; consultation time; and to train relevant staff.</p>	<p>a)Agreed how information is presented in different forms / formats. Changes in school Policy made. Wide variety of formats used to meet the needs of learners and wider stakeholders.</p> <ul style="list-style-type: none"> -Procedures in place and conforming to current H&S policies and procedures. -Signs in and around school give clear guidance to all children, staff and visitors. -All school information available for all. -Able to provide written information in different formats as and when required for individual purposes. <p>b)By GB and via Staffing and Curriculum committee.</p> <p>c)Curriculum committee and identified pupils in school, including those with SEND.</p>	<p>Annually and in line with policy review</p>

<p>3.1/3A Management, co-ordination and implementation</p> <p>Identify available funding streams to increase access</p> <p>Identify links with agencies to promote disability equality</p> <p>Implement effective monitoring and evaluation of the scheme</p>	<p>a) Annual feedback regarding progress SMT, Focus group and GB.</p> <p>b) Specified time to achieve this</p>	<p>a) Improved outcomes for pupils and stakeholders as indicated in questionnaire data. Building developments implemented as specified</p> <p>b) By GB and via Focus groups. Focus group and identified pupils in school, including those with SEND</p> <p>c) Parental Question's and visitor feedback information.</p>	<p>Annually and in line with policy review</p>
<p>3.2/ 3B Making the scheme available</p> <p>Identify how to make plans and information for parents available in a variety of formats</p>	<p>a) Publish scheme by end of Autumn Term 2014</p> <p>b) Paper and P/C time for those wishing for a hard copy. No other as document can be placed in electronic formats</p>	<p>a) Document is published on: School Web Site. Document is available in hard copy on request.</p> <p>b) As part of on-going cycle of policy / scheme review.</p> <p>c) Focus group and wider stakeholders as identified</p>	<p>Annually as progress is monitored, and actions are identified for the next cycle of the scheme</p>

Please Note: This will run for 3 years (2014 – 2017) but its action plan will be reviewed and reported on annually. We will involve disabled people in the review.