



Much Woolton

Catholic Primary School

Whole School Accessibility Plan

Vision and Values.

At Much Woolton we are committed to providing a welcoming, safe and happy learning environment for all pupils. We aspire to ensure our children thrive, do their best and acquire the necessary skills to become lifelong learners. We have the highest of aspirations for all our pupils and provide them with a wide range of learning opportunities in order to be successful.

Our school endorses the Liverpool Inclusion definition that states:

'...removing barriers is as much about encouraging positive attitudes and behaviour traits as it is about removing physical barriers'

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 that children have a learning difficulty or disability if they:

- Have a 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 Needs 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.

Much Woolton Catholic Primary School has adopted this accessibility plan in line with the school's Special Educational Needs 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.

Our Special Educational Needs policy outlines the school's provision for supporting pupil's with Special Educational Needs and Disabilities (SEND). The school's publication of equality information and objectives, explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to pupils 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 Education Needs policy for an outline of our full provision to support pupils with SEND. This can be found on the school website: <https://muchwoolton.co.uk>

Purpose of the Plan.

This plan shows how Much Woolton intends, over time, to increase the accessibility for SEND pupils, staff, parents/carers and visitors.

Our school's accessibility plans are aimed at:

- Increasing the extent to which SEND pupils can participate in the curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits
- Improving the physical environment of schools to enable SEND pupils to take better advantage of education, benefits, facilities and services provided, and
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with SEND.

We recognise the need to provide adequate resources for implementing plans and will regularly review them. Whole staff training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- ✓ Asset Management Plan
- ✓ Behavior Management Plan
- ✓ Anti-Bullying Policy
- ✓ Medical Conditions Policy
- ✓ Curriculum Policy
- ✓ Critical Incident Support Plan
- ✓ Equal Opportunities Plan
- ✓ Health and safety Plan
- ✓ Equality Plan
- ✓ School Improvement Plan
- ✓ Special Educational Needs Plan
- ✓ Staff Development Policy

Information Gathering.

To ensure we develop a meaningful Access Plan, we will consider the following assessment points:

- The nature of the school population for whom we are planning, pupils already in the school and the nature of the future intake
- The nature of the school, including a consideration of the impact of the school's existing plans and priorities
- Audit the school's strengths and weaknesses in working with disabled pupils. This might include:
 - The level of staff awareness of Equalities legislation
 - The presence of disabled pupils and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after school clubs and school visits, parts of the school to which disabled pupils have no or limited access.
 - The impact on disabled pupils of the way the school is organized, for example, school policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning.
 - The physical environment of the school
 - The curriculum
 - The ways in which information is currently provided for disabled pupils
 - Outcomes for disabled pupils including exams and end of key stage results and achievements in extracurricular activities

In reporting the findings it will be necessary to include enough detail to be informative but not so much as to breach confidentiality.

Involving people with SEND.

The plan will be informed by:

- The views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations in the local community
- The priorities of the local authority
- The plan will evidence how these views have influenced our plan.

Review and Evaluation of the Plan.

Access plans will be reviewed annually and renewed every three years. This Accessibility plan will be monitored through the Health and Safety Governors Committee. The school will work in partnership with the Liverpool Archdiocese and Local Authority in developing and implementing the Accessibility Plan.

The Accessibility Plan may also be monitored by OFSTED during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Making our Accessibility Plan Available.

Our plan will be available on our school website.

For further guidance and support contact Mr S Peterson, SENDCO

Aim: To improve the delivery of information to pupils and parents with SEND. To improve the extent to which SEND pupils can take advantage of education and associated services.

Access to Information/Communication.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
SHORT TERM	Review information to parents/carers to ensure it is accessible.	Ask parents/carers about access needs when child is admitted to school.	Twice yearly	SBM/Admin	All parents getting information in format that they can access e.g. tape, large print.	Delivery of information to SEND and EAL pupils and parents improved
		Parental questionnaire each parent evening.	Twice	SLT		
		Review all letters home to check reading age/Plain English	Yearly		All parents understand the headlines of the information	Buff paper used Change format when requested
		Use of dyslexic pastel paper in correspondence	(on going)	Admin & EAL		
		Produce newsletter in alternative formats e.g. large print	On going	Admin & EAL		
		School office will support and help parents to access information and complete school forms	On going		Parent feel supported and included	Achieved
		Ensure all documents are accessible via the school website and can be accessed by the visually impaired.		ICT Team	Attendance at workshops by invitation	In Progress

	Ensure all staff are aware of guidance on accessible Formats.	Distribute guidance on good practice in accessible formats. Guidance to staff on dyslexia and accessible information	ongoing	SENDCO/EAL/ All teachers	Staff start to produce routine information to children in more accessible ways.	In Progress-
	Inclusive discussion of access to information in all annual reviews.	Ask parents/carers and children about access to information and preferred formats in all reviews. (Questionnaire)	annually	SENDCO/Admin	Staff more aware of pupil's preferred methods of communication.	Delivery of school information to parents and the local community improved
	Children become more aware of their own learning styles and access needs	Include access to information in Circle Time Encourage pupils to express their access needs and explore learning styles	ongoing	All teachers	Children able to articulate their access needs and understand their own learning styles.	Increase in access to the National Curriculum
	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
MEDIUM TERM	Review all signs in school	Gradually replace written signs including symbols. Put symbols onto displays to enhance text.	ongoing	Leadership team	Everyone can understand signage and find their way around the school. Language other than English to be visible in school.	In Progress

To review children's records ensuring school's awareness of any SEND	Information collected about new children Records passed up to each class teacher Transition meetings Annual reviews Medical forms updated annually for all children Personal care plans Significant health problems –children's photos displayed on staffroom notice board/information kept in separate file in staff room All pupils with identified SEND are given an individual SEND support plan, reviewed termly by the class teacher and SENDCO, involving pupil and parent/carer voice where possible.	On going	Admin/ Leadership/ SENDCO	All staff aware of children with disabilities	Achieved- SEN Files- Staff are aware of the individual needs of the children
In school record System (Sims.net) to be reviewed and improved where necessary.	Record system reviewed SEN status monitored and regularly updated in Sims.net	ongoing	Admin/ SENDCO	An up-to-date informative system which staff can access	In Progress
Develop visual timetabling in all classes.	Staff meeting to share good practice	ongoing	SENDCO	All children clear about timetable and secure about what is happening	In Progress (some, not all)
Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes

LONG TERM	Redesign school brochure to be accessible	Seek advice making information accessible Redesign brochure in Plain English etc. and ensure it explicitly accessible for children with SEND and parents	ongoing	Leadership team	Parents/carers feel confident in the information they have about the school	In Progress- Delivery of school information to parents and the local community improved
	Review content of information collected when a pupil is admitted to school	Design checklist proforma ensuring all essential data is collected at time of admission	ongoing	Leadership team ADMIN/ SENDCO / EAL	Parents have confidence school is in receipt of accurate up to date information	Achieved-

Aim: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Access to the Physical Environment.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
SHORT TERM	Improve physical aspects of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, colour schemes, and more accessible facilities and fittings.	Ongoing	SLT/Site Manager	Enabling needs to be met where possible.	In Progress
	Ensure visually stimulating environment for all children	Increasing sensory, friendly classroom environment. Keeping a uniform approach throughout the school	Ongoing	Teaching and non-teaching staff / SENDCO / EAL/ OT Outreach	Sensory environment maintained.	In Progress / part completed

<p>Ensuring all children with SEND are able to be involved.</p>	<p>Create personal plans for SEND children as part of Access/care plan process.</p> <p>· Include questions in the confidential pupil information questionnaire about parents/carers access needs and ensure they are met in all events.</p>	<p>With immediate effect, to be constantly reviewed</p>	<p>Teaching and non-teaching staff / SENDCO / EAL</p>	<p>Enabling needs to be met.</p>	<p>Achieved- Staff are aware of the children's individual targets and provisions are created to work on their targets and enable them to increase in access to the curriculum</p> <p>In progress</p>
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<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p> <p>Ensuring parents with a disability have every opportunity to be involved</p>	<p>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. The Medical Conditions policy should be followed at all times.</p> <p>Utilise disabled parking spaces to support drop off & collection of children</p> <p>Arrange interpreters from the RNID to communicate with deaf parents</p> <p>Offer a telephone call to explain letters home for some parents who need this</p> <p>Adopt a more proactive approach to identifying the access requirements of parents with a disability.</p>	<p>With immediate effect to be constantly reviewed</p> <p>With immediate effect to be constantly reviewed</p>	<p>Head Teacher /SENDCO</p> <p>Whole school team / EAL</p>	<p>To ensure that parents with a disability are not discriminated against and are encouraged to take interest and be involved in their child's education</p>	<p>Achieved- Staff are informed immediately and training is ongoing as and when it is needed</p> <p>In Progress-</p>
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Improve signage and Lighting around site	Replace external light bulbs immediately when blown out	On going	Site Manager	Access around the site easier for all.	In Progress
	Install new security lighting to improve visibility in poorly lit areas of school grounds	Sept 19	Site Manager		In Progress/completed
	Full site survey of signage and get appropriate colours/styles and symbols for signs and replace temporary ones	Sept 19	Headteacher/ SENDCO/Site Manager		In Progress/completed
Disabled access parking bay needs access to reception			Site Manager	Easy access from car park to reception for wheelchair users/people with pushchairs etc.	In Progress/completed

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
MEDIUM TERM						

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
	Continue to develop playgrounds and facilities.	Look for funding opportunities, Using Budget planned over long term.	Ongoing	Whole school approach	Inclusive child-friendly play areas.	In Progress
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters	Ongoing	SLT/Site Manager	Minimise accidents	In Progress
LONG TERM	Ensure all fire escape routes are suitable for all	Request advice from Building Surveyor and Fire Officer on accessibility of exit routes and fire doors Use Fire audit to ascertain any requirements highlighted Install ramps to make level egress on all fire exits Alter the fire doors to make them accessible to disabled people Monitor and assess pupils who may require a Personal Evacuation Plan (PEP).	ongoing	Governors/SLT/ Site Manager	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.	In Progress/completed

Aim: To increase the extent to which disabled pupils can participate in the school curriculum

Access to the Curriculum.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
SHORT TERM	To identify pupils who may need additional or different form of provision	a) To liaise parents, previous settings and professionals involved with the families and establish needs b) Complete an access or personal plan c) Set up system for information to be shared with appropriate staff	Ongoing	SENDCO Children's Mentor Class teachers	Children's additional needs correctly identified and appropriate support in place	Achieved- Staff are aware of the children's individual targets and provisions are created to work on their targets and enable them to increase in access to the curriculum-
	Increase confidence of staff in differentiating the curriculum	a) Undertake audit of staff training needs on curriculum access. b) Assign in service days to training identified e.g. dyslexia, differentiation, alternative recording, ASD friendly practice	Ongoing in sharing good practice	SENDCO Head / subject leaders	Confident staff deliver an effective differentiated curriculum to all	To be reviewed To be reviewed

	Ensure LSAs have access to specific training on disability issues	<p>a) Use staff audit to identify LSA training needs and inform Professional Development process</p> <p>b) Organise training highlighted from audit</p>	Ongoing in sharing good practice	SENDCO Head	Children's needs met by staff following appropriate training	To be reviewed
	Develop consistent approach to differentiation and alternative recording in school	<p>a) Devise and consult on model school policy with good practice guidance</p> <p>b) Organise 2 staff meetings to share good practice</p>	Ongoing in sharing good practice	All staff	All staff confident and consistent in range of differentiation strategies and use of alternative recording.	tbc
	Ensure all school trips and camp are accessible to all	<p>a) Develop guidance for staff on making trips accessible</p> <p>b) Investigate any new camp location that is accessible</p>	Ongoing	Headteacher All staff	All children in school able to access all school trips and take part in range of activities.	In Progress / use of EVOLVE
	Ensure disabled children participate equally in after school and	<p>a) Survey participation in clubs at lunch and after school by disabled children</p> <p>b) Organise additional activities for excluded pupils</p>	Termly	SLT All teachers	<p>Clear overall picture of the level of engagement of disabled children in clubs.</p> <p>Disabled children confident and able to</p>	Increase in access to all school activities for all disabled pupils

	lunch time activities				participate equally in out of school activities.	
	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
MEDIUM TERM	Ensure all staff are aware of, and able to use, SEN software and resources	<ul style="list-style-type: none"> a) Audit all SEN ICT and other resources and make list available to all staff b) Order resources required c) Run individual training sessions on use of SEN Software e.g. predicted text, Widget 	<p>Ongoing</p> <p>ongoing</p>	<p>SENDCO</p> <p>ICT Lead</p>	Wider use of SEN resources in mainstream classes supported by confident and trained staff.	<p>More resources needed</p> <p>To be reviewed</p>
	Review PE Curriculum to make PE accessible to all	<ul style="list-style-type: none"> a) Gather information in accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions c) Review PE curriculum to include disability sports 	<p>Ongoing-termly</p> <p>On-going</p>	<p>SENDCO</p> <p>PE Coordinator</p>	All children able to access PE and pupils with SEND, more able to excel in sports.	Part completed

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	Targets	Strategies	Timescale	Responsibilities	Success Criteria	Outcomes
LONG TERM	Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality b) Ensure new staff access similar CPD courses	ongoing	SENDCO	All staff work from a disability equality perspective.	Not completed
	Develop links with local special school to improve understanding of curriculum	a) Organise opportunities for staff to observe their curriculum area at Local Special School b) Establish link meetings for curriculum coordinators	ongoing	SENDCO SENDCO/Subject Leads	Increased confidence of staff in developing their curriculum area accessibly.	Not completed

	Develop system for involving LSAs in curriculum planning	<ul style="list-style-type: none"> a) Establish joint LSA/ teacher planning opportunities b) Set up system for joint LSA/teacher evaluations 	ongoing	SENDCO/SLT Class teachers	Improved involvement of LSAs in planning and evaluation of lessons.	To be reviewed
	Lessons are planned and delivered to best meet the needs of children.	a) Carryout lesson observations with an emphasis on inclusion strategies by teaching staff	ongoing	SENDCO/SLT	Lessons delivered are fully inclusive and children are given the opportunity to reach their full potential.	Increase in access to the curriculum
	Children with Social, Emotional and Mental Health issues have their needs met.	<ul style="list-style-type: none"> a) Appropriate curriculum b) Staff training c) Range of interventions in school d) Communication with outside agencies (e.g. seedlings). 	ongoing	SENDCO/SLT	Staff are confident to work with SEMH pupils and support them to achieve their potential through access to the curriculum	To be reviewed