

St Elizabeth's Catholic Primary School

Accessibility Plan 2016- 18

Purpose of Plan

The purpose of this plan is to demonstrate how St Elizabeth's intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

Areas of Planning Responsibilities

- Improving access to the physical environment of school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Increasing access for disabled pupils to the school curriculum, which 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 delivery of written information to disabled pupils, which is provided in writing to pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents, and be made available within a reasonable timeframe.

St Elizabeth's aims to treat all pupils, prospective pupils, staff, governors and other stakeholders favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. School aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimize any potential barriers to learning, which puts them at a



disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in school.

Contextual Information

St Elizabeth's is a two form entry Primary School situated in Litherland, which admits children from the ages of 2-11. The school is in an area of high deprivation and has a high percentage of children whom receive Free School Meals and attract Pupil Premium funding. The high majority of our children are White British, although in recent years we have admitted children of many nationalities, such as Chinese, Romanian, Hungarian, Italian and Polish. We face daily the challenges of parents and pupils who live in extreme hardship. We have a small number of children and staff with disabilities and we aim to ensure that they, along with their parents/carers are given equal access to all that the school offers.

Current Range of Known Disabilities

The school has children with a range of disabilities that include moderate and specific learning disabilities. We also have some members of staff who are classes as disabled and we are aware that some parents/carers have specific needs, which we endeavor to meet if we are aware of them.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have food allergies or intolerances /cultural food choices. Photographs of these children are posted where appropriate.

All medical information is collated and available to staff via the SIMS portal.

We have competent First Aiders who hold current First Aid certificates, with all staff recently receiving First Aid training during INSET.

All medication is kept in a central safe and secure location for easy access for First Aiders. Administration of medicine consent forms are completed by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

School has 2 defibrillators on site, with all staff receiving training on their use. All staff have been trained in the use of this equipment and are aware of their location in the event that they need to be used.



St Elizabeth's Catholic Primary School Accessibility Plan. 2016- 2018.

Target	Strategies	Outcome	Timeframe	Achieved
<p>Physical Environment To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and to continue to improve access to the school's physical environment for all stakeholders</p>	<p>Audit of accessibility of school buildings and grounds by Head and Governors. Suggest actions and implement as budget allows Health and Safety Compliance to carry out a school Access survey with recommendations for Governors.</p>	<p>Modifications will be made to the school building where appropriate to improve access.</p>	<p>On-going</p>	<p>Ongoing</p>
<p>Disabled Parking</p>	<p>As part of new car park layout, disabled parking to be provided near to school entrance</p>	<p>Disabled staff/visitors will be able to park within walking distance of the school building.</p>	<p>By July 16</p>	<p>Yes</p>
<p>To improve access to the main Reception area</p>	<p>Install a low level bell/buzzer system to ensure that persons who require assistance with the front door are able to request it.</p>	<p>All visitors with mobility issues will be able to access the school entrance.</p>	<p>Summer 2016</p>	
<p>Signage-Visually Impaired</p>	<p>Purchase clear signage to enable persons who are visually impaired to</p>	<p>People with visual difficulties are able to navigate and access all areas of the school.</p>	<p>Autumn 2016</p>	
<p>Hearing equipment available</p>	<p>School to look into purchasing a portable induction loop for persons with hearing difficulties. This will be available for school performances and in classes if we have children with hearing needs.</p>	<p>People with hearing aids will be able to have the same access to school plays and performances as others.</p>	<p>Autumn 2016</p>	

<p>Curriculum Increasing the extent to which disabled pupils can participate in the school curriculum</p>	<p>Review current curriculum and look at any areas that may not be accessible to some pupils.</p>	<p>School curriculum is accessible to all. All stakeholders understand the issues faced by people with disabilities, so we are better able to support their needs.</p>	<p>Summer 2016</p>	
<p>Create a better understanding of the needs of disabled persons, in terms of access to the curriculum and also the physical environment</p>	<p>Invite visitors into school who have disability issues to speak to the staff and children about their life experiences and what would support them.</p>	<p>All stakeholders have a clearer understanding of the needs of people with a disability and are aware of ways in which to support them.</p>	<p>Ongoing</p>	
<p>School trips are accessible to all pupils and staff.</p>	<p>All school visits are planned with accessibility for all at the forefront. Group organisers to relay information to those concerned, ensuring provision is made to meet individual needs.</p>	<p>All pupils/staff are able (with support or modification if required) to attend all trips.</p>	<p>Ongoing</p>	
<p>Written Information To ensure that all parents/carers and other stakeholders can access information</p>	<p>Encourage parents who have difficulty accessing information to make this known to school so that we can make alternative arrangements to communicate.</p>	<p>Lines of communication open to all parents/carers, who are informed of all of what is happening in the school.</p>	<p>Ongoing</p>	
<p>Access to Parents' Evenings.</p>	<p>To ensure that all parents/carers are given the opportunity to attend parents evening. If there are disability issues, this can be done over the telephone.</p>	<p>All pernts are fully informed as to the progress of their children.</p>	<p>3 x per year (Ongoing)</p>	
<p>Equality and Inclusion D.A.P.becomes an annual agenda item FGB</p>	<p>Disability Access Plan to be on the Full Governors agenda every Autumn Term.</p>	<p>All Governors are aware of the areas identified on the plan and are kept up to date</p>	<p>Ongoing</p>	

		regarding progress.		
Staff awareness of disability issues	To hold a regular staff meeting where all staff are notified of any disability issues of pupils and their parents/carers. If necessary, our Learning Mentor is available to carry out emergency pick-ups/drop offs to assist parents/carers.	All staff aware of issues which could potentially hinder the attendance and academic achievement and are able to offer support.	Ongoing (Part of 1 staff meeting per term)	
All policies consider implications of disability access	All policies to show regard to staff, pupils, parents and carers needs. If any member of the school community has a disability, we will ensure that they have the same opportunities as others.	All school policies/procedures are fully compliant with law and meet the needs of the school and its stakeholders.	Ongoing	Ongoing

Approved by Governors: Summer 2016

Review Date: May 2018

