



## **St. Hilary School Access Plan 2014-2017**

### **Ensuring access for disabled pupils to the curriculum**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

The school was re-accredited with the Dyslexia Inclusion Quality Mark in June 2014.

Ensuring access for disabled pupils to the curriculum				
Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Continue CPD for dyslexia, differentiation and recording methods	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD	As required	SENCO	Raised confidence of support staff

Training for staff in the identification of and teaching children with ASD and other specific learning difficulties. Children with ASD are successfully included in all aspects of school life and thrive.	All staff attend appropriate training. Outreach provision from external agencies.	On-going	SENCO	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	SENCO	Access plans are in place for all disabled pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school.	September 2015	SENCO	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.
Ensure all children on SEN list have a provision map in place.	Provision maps for all children.	On-going	SENCO	Provision map is up to date and forms a key part of the planning process for all pupils.
Review TA deployment -Children who need individual adult support to participate in some activities have access to this support.	Ensure that all children receive adult support to promote access.	On-going	SENCO/ HT	Adult support is available during key times so that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.
Use ICT software to support learning	Make sure software installed	As required	ICT	Wider use of SEN resources in

	where needed			classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Ensure sporting activities, before and after school, are accessible by all.	As required	PE co-ordinator	All to have access to PE and be able to excel

### **Improving access to the physical environment of the school**

During 2012-2013 the school was able to access a government ACMF grant, enabling the building of a new accessible entrance. The new entrance has provided level access to the reception area and the majority of the junior classrooms, which were previously only accessible via steps.

It is hoped that during 2014-2017 we will be able to access a further grant, which will enable us to replace the current Elliot buildings which are currently separate to the main school building. This will improve the safety and covered disability access for the early years classrooms. The new buildings will enable us to improve the curriculum facilities for disabled pupils.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Improving access to the physical environment of the school				
Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required			IEPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	As required	SENCO	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Induction and on-going if required	Headteacher	
		Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
	Ensure staff aware of Environment Access Standard			
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Architect	Re-designed buildings are usable by all
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop a system to ensure all staff are aware of their responsibilities	Each Sept	SENCO	

Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Premises manager	Visually impaired people feel safe in school grounds
All fire escape routes are suitable for all	<p>Make sure all areas of school can have wheelchair access</p> <p>Ensure cloakrooms remain clear where fire exits are contain within cloakroom area.</p> <p>Egress routes visual check</p>	<p>On-going and as required and as appropriate</p> <p>Weekly</p>	Premises manager	All disabled staff, pupils and visitors able to have safe independent egress

### **Improving the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school accessible to all pupil and adults. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to all pupils and families, we need to continually review current levels of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Improving the delivery of written information to disabled pupils				
Targets	Strategies	Time-scale	Responsibility	Success Criteria
Availability of written material in different formats	The school will identify sources for converting written information into alternative formats.	On-going	SENCO/ HT	The school will be able to provide written information in different formats when required for individual purposes
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication. Annual parent questionnaires (March) Parent coffee mornings	On-going	HT/ SENCO	School is more aware of the opinions of parents and acts on this.
The school continues to develop electronic method of reporting to parents.	Electronic reporting methods are explored.	On-going	HT	All school reporting is completed online with the exception of those without internet access. Paper copies are available where this is the case.
Improve the delivery of information in writing in an appropriate format for visually impaired	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication for all
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Ensure child friendly IEP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Provide information in other languages for pupils or prospective pupils who may have	Access to translators, sign language interpreters to be	As	SENCO	Pupils and/or parents feel supported and included

difficulty with hearing or language problems	considered and offered if possible	required		
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	<p>Ensure website is fully compliant with requirement for access by person with visual impairment.</p> <p>Ensure Prospectus is available via the school website.</p>	As required	School office/ PTA/ Staff	All can access information about the school