

ST WERBURGH'S CATHOLIC PRIMARY SCHOOL  
ACCESSIBILITY PLAN

Subject	Strategies	Who by	How	When	Outcome	Pre-Accessibility Plan	Goals
Education and related activities	The school will seek and follow advice of external agencies, facilitating staff training and ensuring awareness of the requirements of disabled pupils' needs with regards to accessing the curriculum.	Headteacher SENDCo Teachers Support staff Governing Body	Liaison with external Agencies: training courses; receipt and consideration of guidance documents.	When needs require	Teachers will be able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum	The school provides all pupils of the school with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.	The school will continue to provide all pupils, including disabled pupils, with a broad and balanced curriculum differentiated and adjusted to meet the needs of individual pupils.
Physical Environment	The school will comply with matters relating to provision for disabled persons.	Headteacher Governing Body	The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishment of the site, premises, fixtures and fittings.	When needs require	Remove barriers to access for disabled pupils to the school premises	Ramps are provided at all main entrances/exits throughout the school. A toilet for pupils with physical and sensory disabilities is provided. Handrails are placed on stairs. Signing-in desk/keypad access set at wheelchair user height	Maintenance of good physical accessibility of the school. Dedicated disabled parking space.

# ST WERBURGH'S CATHOLIC PRIMARY SCHOOL

## ACCESSIBILITY PLAN

### Introduction

This plan has been written in compliance with paragraph 3 of schedule 10 of the Equality Act 2010 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

As defined by the Equality Act (2010), we understand a person with a disability to be identified as follows:-

*'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.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'.

'Long term' means 'has lasted or is likely to last more than 12 months.'

### Objective

To reduce and eliminate barriers for disabled pupils to access the curriculum and full participation in the school community.

### Our School

At St Werburgh's Catholic Primary School we have children with a range of disabilities, across all areas of SEND including;

Communication and Interaction  
Cognition and Learning  
Social, Emotional and Mental Health difficulties  
Sensory / Physical needs

### Principles

The school recognises its duty:-

- To prepare a report containing SEN information.
- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To facilitate assistance for access to the school by disabled pupils
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the schedule 1 of the Special Educational Needs and Disability Regulations 2014:

## **Access for disabled pupils to the school curriculum:**

Disabled children have the provision which they require at St Werburgh's Catholic Primary School. The child, school, parents and other bodies work together to decide the support that is needed to be put into place. This is implemented and regularly reviewed through the following format-

### **Plan**

If it is necessary to provide additional support for children with SEND parents will be notified if they are not already aware. The class teacher and SENDCo will work with parents and children to agree adjustments and interventions to be put in place, as well as outlining expected impact and setting a review date. Support and interventions will always meet the outcomes identified for the child.

At St Werburgh's Catholic Primary School we work with other professionals including health and local authority, to ensure that all SEND needs are met. Information about how equipment and facilities to support the children with special educational needs is secured.

The arrangements for consulting and discussing with parents of children with SEND is a regular occurrence through meeting such as parents evenings, informal ad-hoc meetings and home-school books. This will quite often include the child.

### **Do**

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 intervention, the class teacher will still remain responsible. The SENDCO will support the class teacher in further assessment of progress.

### **Review**

A review date will be set with parents. This will allow for assessment of the effectiveness of the support and interventions and their impact on the pupil's progress.

Where a child has an EHC plan, the local authority will review that plan every 12 months as a minimum. In the case of a transfer between phases of education the school will make the necessary arrangements.

The Local Offer is published on Wirral Council website and on the school website:

<http://www.stwerburghswirral.co.uk/>

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum.
- Setting suitable learning challenges
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Provision of information**

The school works with Wirral Council to provide information in alternative formats when required or requested and will endeavour to ensure that such information will be made available in pupils' and parents' preferred formats within a reasonable time frame. The school will continue to print information on white paper and other coloured paper as and when required.

**Education and relative activities**

The school will continue to seek and if appropriate follow the advice of the local authority and external agencies in a reasonable time.

**Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairment when planning and undertaking future improvement and refurbishment of the site and premises in a reasonable time.