

Purpose of Plan

The purpose of this plan is to show how St Teresa's RC Primary School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with the Local Authority's aims and equality and diversity policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - 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 publish an Accessibility Plan
- In performing their duties governors have regard to the Equality Act 2010
- Our school
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- This Accessibility Plan and SEN Information Report will be linked to the Darlington Local Offer and be available as part of the school Local Offer.



DARLINGTON
BOROUGH COUNCIL
Accessibility Action Plan
2017 - 2018

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| Name and address of school: | St Teresa's RC Primary School Harris Street Darlington DL1 4NL |
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| Head Teacher: | Paula Strachan |
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Our Actions

As a school our priorities are, as set out according to the requirements of the Equality Act 2010:

Increasing Access for disabled pupils to the school 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.

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Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

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Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, 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 time frame.

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Financial Planning and control

The Head Teacher, Senior Leadership Team and the finance committee will review the financial implications of the Accessibility Plan as part of the normal budget review process.

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Accessibility Action Plan Template – add rows as necessary

Aspire to improve to do more than the minimum, additional best practice

| Compliance with the Equality Act | | | | | |
|---|---|-----------------|----------------------------|-------------------------------|-------|
| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
| St Teresa's will have an equality policy that is up to date and understood by all stakeholders | Head Teacher to update the policy and take to governors for ratification. HT to share this policy with staff at all levels and ensure that it is stored in the central policy area. | HT | Long term | Policy updated by end Sept 17 | |
| St Teresa's will make reasonable adjustments to ensure that all of our children can have full access to a broad and balanced curriculum | SENDco to ensure that all children with SEND have adjustments made to ensure they have access to a broad and balanced curriculum. Any physical changes to the building of the school will be overseen by HT. | SENDco and HT | Long term | ongoing | |
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| Access to the physical environment - statutory | | | | | |
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| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
| To ensure that all of our site is secure and that it meets the requirements of our vulnerable pupils. | New gates installed. A new buzzer entry system to be fitted. All staff aware that during break times they are not to open the gates and that the buzzer entry system must be used. | HT All Staff | Long term | By Sept 17 | |
| Fire alarm sounders are installed so that the alarm can be heard easily when the children are outside. | To install extra fire alarm sounders on the outside of the building near the school field and the nursery outside area. | HT | Short Term | By December 17 | |
| The physical environment is correctly labelled to ensure that all children, regardless of their need, are aware of the different rooms within school. | To purchase communicate in print and ensure that it is used throughout the school. | SENDco | Medium Term | March 18 | |

Ensuring inclusion in the school community

| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
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| <p>Members of our G&T community are accepted by their peers.</p> | <p>Educate the whole school community on travelling heritage. Liaise with senior member of local G&T community to organise educational visits to the local camp.</p> | <p>HT</p> | <p>Long term</p> | <p>Academic year 2017/18</p> | |
| <p>Members of our G&T communities who regularly travel are given every opportunity possible to make progress that is in line with their peers.</p> | <p>Traveller support service is in school and used to ensure progress. Children are issued with 'travelling packs' to ensure that they are continuing with their education when they are not in a school.</p> | <p>HT Rydal academy</p> | <p>Long Term</p> | <p>Ongoing</p> | |
| <p>Children who join us with English as an additional language are given every opportunity possible to make progress that is in line with their peers.</p> | <p>EAL support in school on a twice weekly basis. Children needing support are identified at the start of the academic year and as necessary. Support given is personalised to the needs of each child.</p> | <p>EAL service HT All teaching staff</p> | <p>Long term</p> | <p>Ongoing</p> | |

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| Access to the curriculum - statutory | | | | | |
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| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
| Children who require it have access to weekly hydrotherapy sessions. | Agreement to be made between St Teresa's and EVAT as necessary. | Admin | Long Term | As required | |
| To develop a sensory/nurture room for children who require it. | Group room to be adapted into a sensory / nurture room for our children with specific SEND | A Markham SENDco HT | Long Term | Academic year 2018-19 | |

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| Visual Timetables are used for all children who require them. | Communicate in print bought Visual timetables used. | SENDco | Long term | Dec '17 | |
| The growing number of children entering EYFS with low communication skills are provided with interventions. | Blast to be bought and implemented throughout EYFS EYFs has a focus on developing speech. Vocabulary is taught daily across all year groups. – Word aware | AHT HT SENDco | Long term | Implem- ented by end Dec'17 | |
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| Access to information advice and guidance - statutory | | | | | |
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| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |

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| Parents are encouraged and supported to attend open evenings | Timings are flexible to suit the needs of our different parents. Family liaison officer available to support vulnerable parents. EAL support available to translate. | SMT | Long term | Ongoing | |
| To ensure that documentation sent out is accessible to all. | Parents who need support to read have the opportunity to have newsletters and information read to them. Information is translated into different languages. The school website has a translate button on the top left corner. All information is written in plain English. | SMT Admin | Long Term | Ongoing | |
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