

Holy Trinity Rosehill CE VA Primary School.

Accessibility Plan 2016-19

Holy Trinity Rosehill V.A. C.E. Primary school is an inclusive school, promoting a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation.
- High expectations and challenging targets for all children.

We welcome all pupils and their families, supporting all children whatever their needs and individual circumstances.

Our school mission statement indicates that Holy Trinity Rosehill VA CE Primary School:

“Give high priority to the spiritual development of pupils enabling them to develop attitudes of mutual respect and responsibility and to realise their full potential”.

This statement reflects our aim to educate all children by providing relevant experiences, to enable them to reach their full potential, whatever their needs.

“All pupils, including those with special educational needs share the right to a broad and balanced curriculum.”

At Holy Trinity Rosehill VA CE. Primary School we aim to help all children to benefit as fully as possible from their education. Children work mainly within their own class group, receiving a high level of first quality teaching, participating in intervention groups and accessing 1:1 support where appropriate.

Arrangements are made for pupils who have medical conditions so that they can access all areas of the curriculum through individual support, adaptations or modifications to all school based activities. Children will have a healthcare plan which will specify the type and level of support required to meet the medical needs of such pupils.

This plan outlines what Holy Trinity Rosehill School currently has in place to ensure access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.

- Undertake reasonable adjustments to enable staff to access the workplace.

We firmly believe that every child who joins our school community will be welcomed and valued regardless of sex, race, belief or physical disability.

This accessibility plan takes account of the **main** types of disability encountered at Holy Trinity Rosehill, with the caveat that each child who has ASD, a physical disability, is visually or hearing impaired is individual. Therefore what is written in this plan will be adopted and modified to meet their need.

To achieve this aim we take steps to accommodate our pupils to their best advantage. The following lists actions we take so that we are 'including all learners and achieving great things.'

Curriculum

1. Planning is carefully differentiated so that the curriculum can be accessed by children of all ages and abilities.
2. Teaching and learning opportunities are designed to meet the needs of different learning styles.
3. Support and advice is sought from appropriate outside agencies when necessary e.g. Service for Hearing and Visually Impaired, Engagement and Learning Service, Speech Therapy, TAMHS, School Nurse, Educational Psychology Service.
4. An audit is taken in the Autumn term to ascertain whether modified test papers are required and orders are placed with National Curriculum Assessment (NCA) Tools as necessary.
5. Auxiliary aids are used tailored to individual need to improve access to the curriculum.

Children with Autistic Spectrum Disorder (ASD)

All staff will self-monitor the language that they use, as children who have autism will not necessarily interpret facial expression, tone of voice nor understand jokes, sarcasm, metaphors or idioms. Staff will aim to speak in a clear, direct, consistent way and give children with autism time to process what has been said to them.

Social stories are written for / with the individual child, explaining in very clear and simple way what will happen in situations where they may feel anxious and how they should cope with situations they find difficult.

There will be a clear routine to the child's school day. Where there are any changes, staff will indicate this on the child's visual timetable or through the use of a social story.

Children with Sensory Needs (Visually or Hearing Impaired)

The class teacher will introduce and explain new vocabulary to support the child who is hearing impaired.

The class teacher will be mindful to not give important instructions or information during noisy periods, such as tidy up time.

Children with a Physical Disability

Children will use auxiliary aids (laptop) or a scribe in lessons (based on individual need and / or following recommendations from the Local Authority IT Advisor.

Some children who may have a developmental co-ordination disorder may require the use a sloped board and pencil grips to aid their writing.

Physical Environment

1. The school has stepped areas, however the upper level can be accessed by a lift or a ramp.
2. Classes of children are placed within the building to take account of their age:
 - Nursery and Reception children have easy access to small toilets and sinks.
 - Early Years Foundation Stage (EYFS) have direct access to outdoor play areas.
 - Year 1 and 2 children have easy access to small toilets and sinks. All children have access to the playground.
 - Key stage 2 (KS2) children have their own toilets with appropriately sized toilets and sinks.

3 Furniture is appropriately sized for the age group of children within each classroom.

Children with Autistic Spectrum Disorder (ASD)

An area in the classroom may be allocated (workstation) to provide the child with ASD a distraction free space. A visual timetable will usually be displayed in the classroom.

A child may be provided with ear protectors if hyper-sensitive to the noise of the classroom, assembly or lunch room.

Children with Sensory Needs (Visually or Hearing Impaired)

Following changes to the classroom environment, the class teacher and TA will explain and familiarise the child who has VI to the new layout.

Guided by the Visual and Hearing Impaired Service, the class teacher will strive to act upon any recommendations such as:

Positioning of seating in the classroom during whole class and group sessions.

Reducing noise reverberation through repositioning furniture (as far as is reasonably possible) to provide an optimal environment.

Resources.

Children with a Physical Disability

Height adjustable chairs are allocated to children with specific needs based on an occupational therapist recommendation.

There is careful consideration of the layout of the classroom to ensure that entry and exit routes are accessible and the child can move around the classroom.

EYFS., KS1 and KS2 are wheelchair accessible. The KS2 playground has designated quiet areas. The Our reception / office areas are sited at the front of both buildings where there is a large doorway for wheelchair and pushchair access.

Both sites have a disabled parking bay which can be used by staff and parents.

There is one disabled toilet on the Trinity site.

Information

1. Information is given to all new parents/ carers in the form of a face to face meeting with staff. Our admissions form gives parents/ carers the opportunity to give details of medical, language and cultural needs. This is supported by a strong transition programme into our Nursery and Reception years.

2. A monthly newsletter is distributed and published on the school website to give information about recent events and forthcoming dates.

3. A meeting between parents and the child's class teacher takes place in November and February. Progress and attainment is shared in a written report at the end of the academic year. Assess, Plan Do and Review meeting is held in July with the present class teacher, the next teacher and the parents. Additional meetings are arranged on request.

5. When children are absent due to long-term medical conditions the Inclusion service liaises with agencies. Information is gathered to put in place a plan to provide a smooth return to school following a period of absence.

6. Discussions with children and their parents takes place to plan and make preparations for their transition to secondary school.

The above accessibility plan serves as a checklist for all school staff to ensure that we are doing the best we can to meet the needs of children with disabilities and fulfilling our legal obligations under the Equality Act 2010.