



ST ALOYSIUS CATHOLIC PRIMARY SCHOOL

Accessibility Plan

Our mission statement

With Jesus we love, learn and believe.

Ratified MAY 2018

Signed _____
Chair/Vice Chair

Review Date May 2020

St. Aloysius Catholic Primary School has high expectations for all pupils and a commitment to all pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

All entrances to the school are at ground levels in order to negate the need for ramps, and there are disabled toilet facilities available and accessible. The interior of the building is fully accessible. Pathways of travel around the school site and parking arrangements are safe. With designated spaces at the front of the building. School gates are closed during the school day to prevent vehicles entering the site. All play areas are fenced off from the car park by locked gates

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and visual, with the assembly point on the playground.

Space for quiet work and small group work has improved in recent years with access provided to additional rooms around school.

Furniture and equipment are selected as standard, age related as appropriate.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and class sharing assemblies.

School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' individual targets and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies through Quality First Teaching.

Access to information within the classroom is enabled through the use of visual timetables where necessary, and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them. All worksheets are copied on buff paper. Children with visual difficulties use buff paper to write on. IT equipment is made available to support learning when needed.

We work in close consultation with our Knowsley EAL teacher in order to ensure that children with English as an additional language are provided with individual / small group teaching to develop their language skills and increase access to the curriculum.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines linked to diabetes. There is a register of children with medical needs.

Photographs of children with specific medical needs or allergies are displayed in the staff room and office. Information relating to these children is also passed on to lunch-time supervisors and included in registers in order to inform visiting teachers.

Epi-pens, diabetic medication and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens and diabetic procedures always accompany trips.

Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in our action plan. Through feedback received at parent consultations and Personal Provision Plan (PPP) reviews, we are confident that our school adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

The Access Plan, whilst remaining a separate plan, will be embedded within the School Development Plan. According to the recommendation of Disability Rights Commission font size should be no less than 14 point.