



St Benedict's C of E (VA) Junior School, Glastonbury
Dream, Believe, Achieve

Accessibility Plan 2017

The Purpose of the Plan

The plan shows how St Benedict's C of E (VA) Junior School intends, over time, to increase the accessibility of the school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas for Consideration

1. Increasing access for disabled pupils to the school curriculum, including teaching and learning and the wider curriculum such as participation in after-school clubs or school visits.
2. Improving access to the physical environment of the school, including physical aids to access education.
3. Improving the delivery of written information to disabled pupils and in preferred formats for parents/carers when appropriate.

Contextual Information

St Benedict's Junior School has stood in its current location since 1876. The original Victorian building has been adapted and extended over time. A separate building was added in the 1980s, providing two extra classrooms, cloakrooms and toilets. The Reception area and school office, and the Head Teacher's office, are on the ground floor, accessed by the front entrance of the school. Within the main building there are several sets of steps and two flights of stairs. A lift has been installed on one set of steps so that wheelchairs can go from classrooms on the ground floor to the Hall and the ICT suite. Ramps have been built so that there is access from the back entrance of the school to the playground and the main building. Automatic doors (made secure by fob operation) give access to the main building and the separate Year 3 classroom block. There is one disabled toilet near the school office and another larger one beyond the Hall.

Current Range of Known Disabilities

A very small number of children have intermittent difficulties with mobility, necessitating the use of crutches or wheelchair. Some parents use mobility scooters. One child with hearing difficulties uses a mobile sound field for her radio aids. One child who is expected to join the school next year has complex medical problems including difficulties with feeding.

1. Increasing Access for Disabled Pupils to the School Curriculum

All staff at St Benedict's are committed to improving teaching and learning for all pupils. Through self-review and Continuous Professional Development, we aim to enhance our understanding, knowledge and skills so that we can meet the needs of every child within mixed ability classes. Where appropriate, two Learning Mentors provide extra support (working out of The Beehive, our Nurture Room) so that pupils experiencing exceptional difficulties can access a safe, calm space and emotional support.

It is important that all children are able to participate fully in the life of the school, with the opportunity to attend after-school clubs and events. Arrangements are made to facilitate inclusion, for example a Teaching Assistant accompanying an individual to a club.

<u>Target</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Increase the confidence of all staff in differentiating the curriculum	When planning and teaching, take account of good practice for learners with dyslexia and dyscalculia.	Dyscalculia training Autumn 2016 Dyslexia training Spring 2017	SENDCO to attend county training and relay information to staff	During lesson observations and drop-ins, and in children's books, accommodations for children with dyslexia and dyscalculia will be visible.
All staff to be made aware of individual needs through Pupil Profiles	Use of Pupil Profiles in orange folders for pupils with disabilities to inform all staff of current needs and special provision needed	Termly review of profiles to ensure they are up to date	SENDCO to monitor use of Pupil Profiles and assist in their creation where necessary	All children with disabilities will where appropriate have input into their Pupil Profile, which will describe their current strengths and needs.
Use ICT to support learning (1)	By renewing staff laptops, free a laptop per class which can be used for interventions such as 123 maths or Accelerated Accelwrite.	Spring 2017 onwards for renewal of laptops as the budget allows	Computing subject leader to distribute new laptops	Computer-based interventions will take place within classrooms daily. There will also be extra opportunities for children to create written text on the computer.
Use ICT to support learning (2)	Increase the effectiveness of iPads within the classrooms by training staff on the use of apps which will improve access of vulnerable learners to the curriculum	May 2017 half-day course, one person from each year group to attend	Participants to report back to colleagues on how we can integrate new apps into learning/recording	Children will benefit from opportunities to access information or record work using specialised applications on the iPad. The iPad will be in use daily for a variety of purposes.

2.) Improving Access to the Physical Environment of the School

Improvements in the form of ramps and a stair lift have been made relatively recently but there are some parts of the school which are not currently accessible to wheelchair users. These include three classrooms (one Year 6 and two Year 4) in the main building and also the Year 3 block.

When a pupil with a disability is admitted who needs specific equipment or arrangements, these are made in consultation with parents and any advising professionals. These are kept under review and adjustments made as necessary.

<u>Target</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Improve the accessibility of the school to those with limited mobility.	Install a ramp for the shallow steps leading into the Year 3 block. Install lifts to the two sets of steps leading to the Year 6 classroom near the front entrance, and the two Year 4 classrooms near the back entrance.	As finances permit: 2018 earliest	Head Teacher, Finance and Premises Committee	The improvements to the building will mean that children and parents with mobility difficulties will have access to more parts of the school.
Improve signage/ markings for visually impaired people	Refresh markings on steps and ensure lighting is functioning well	As required	Caretaker	Steps will be evident, reducing risk for all users but especially the visually impaired.

3.) **Improving the Delivery of Written Information**

<u>Target</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
All staff to be aware of guidance on accessible formats.	Ensure that where needed text is enlarged, well-spaced, and special fonts (eg Dyslexie) used.	Reviewed during dyslexia training, May 2017	Office, SENCO (for CPD), all teachers	Teachers will consider the font and format of all material to be accessed by children and parents, and adjustments made where needed for optimal access.
Improve provision of interactive whiteboards so that information presented to classes is clearer.	Replace old interactive whiteboards as finances permit.	Cat Class December 2016, Spider Class Feb 2017	ICT leader to arrange purchase and installation	Material available via the computer will be highly visible and more interactive, enhancing the learning of all pupils.

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SENDCO