

St. John the
Baptist
RC Primary School



Accessibility Plan

St John the Baptist Roman Catholic Primary School Milton Lane Dartmouth TQ6 9HW Tel: 01803 832495		
Approved	Summer 16	L Hamilton
Renew	Summer 19	

Accessibility Plan 2016-2019

St John the Baptist school

Introduction

This policy has been written taking into account our school's very strong nurturing Catholic ethos and vision based upon Gospel values in which each child is respected and valued as made in the image of Christ. We want all our children to become the very best that they can be and to feel special and unique.

As a school we take pride in developing each child's Independence, Creativity, Resilience and Collaborative work with others. These core values and skills are promoted and celebrated where possible and underpin our Catholic ethos. We also believe in promoting moral, spiritual, social and cultural development by providing positive experiences within the curriculum and through the local community and within our CAST academy of 35 schools spanning the South west.

Improving access for disabled pupils to the curriculum

Target	Strategy	Time-Scale	Responsibility	Success Criteria
increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access School working towards the Dyslexia award 5 days Autism awareness training	On-going and as required	Claire Brown – SENDCO Liz Hamilton(head)	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have	Be aware of staff training needs	16-18	Claire Brown – SENDCO	confident support staff

specific training on disability issues	Staff access appropriate CPD Focus Autism and Dyslexia		Liz Hamilton(head) Weekly TA meetings	
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	On-going and as required	Claire Brown – SENDCO Liz Hamilton(head) Weekly TA meetings	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed Ensure seek advice from other agencies	On-going and as required	Claire Brown – SENDCO	ICT used widely and by all
All educational visits to be accessible to all	Ensure each new venue is vetted for appropriateness	On-going and as required	Class teachers	
Review PE curriculum to ensure PE accessible to all	Ensure that all are able to access high quality PE. Use examples of positive role models such as disabled sports people in assemblies/ curriculum.	On-going and as required	Class teachers/Sports coach Claire Brown – SENDCO	All to have access to PE and be able to excel

Improving Physical environment

Target	Strategy	Time-Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP/provision maps process when required Be aware of staff, governors and parents access needs and meet as appropriate	On going	Claire Brown – SENDCO Liz Hamilton(head)	-IEPs in place for disabled pupils and all staff aware of pupils needs -All staff and governors feel confident their needs are met -Parents have full access to all school activities -Access issues do not influence recruitment and retention issues

Improve signage and external access for visually impaired people	Yellow strip mark step edges		Liz Hamilton	Disabled parents/carers/visitors feel welcome
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties		Liz Hamilton and Class teachers	All disabled pupils and staff working alongside are safe in the event of a fire

Improving the delivery of written information to disabled pupils

Target	Strategy	Time-Scale	Responsibility	Success Criteria
Ensure all staff are aware of guidance on accessible formats	- Ensure all staff are aware of guidance on accessible formats - as part of Dyslexia award guidance to staff on dyslexia and accessible information	On going	Claire Brown SENCO Liz Hamilton(head)	Staff produce their own information
Languages other than English to be visible in school	Some welcome signs to be multi-lingual -displays in classrooms to reflect the multi-lingual make up of that class.	As required	Claire Brown SENCO Class teachers	Pupils and/or parents feel supported and included