



# St Pius X Catholic Preparatory School

# Accessibility Plan 18/21

Version 5.1

## INTRODUCTION AND AIMS

- The School will use the recommended *Reasonable adjustments decision-making checklist* provided by Independent Schools Council re: a person meeting the definition of disabled, taking into account:
  - the Equality Act 2010 definition of disability as ‘a physical or mental impairment which has substantial and long term adverse impact on ability to carry out normal everyday activities.’
- In accordance with Schedule 10 of the Equality Act 2010, the School is required to have an Accessibility Plan which, within a reasonable timeframe, addresses:
  - how we plan to increase the extent to which disabled pupils (and those with special educational needs) can participate in the School’s curriculum.
  - how we can improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
  - how we can improve physical environments in order to increase the extent to which disabled pupils are able to take advantage of education, benefits, facilities or services provided/offered by School.
- The School strives to be fully inclusive and welcoming and aims to ensure that each and every pupil can participate fully in the life of the school - we value diversity and appreciate the contribution that SEND pupils can bring to school life and, therefore, seek to remove barriers to entry for those pupil in 3 main areas:

## ACCESS TO THE CURRICULUM

	ACTION	COST IMPLICATIONS	PERSONS RESPONSIBLE	TIMESCALE
<b>1</b>	<b>New pupils to the school</b>			
	Put in an initial cross-phase assessment of learning difficulties to ensure correct curriculum provision is offered - ensure staff seek to remove all barriers to learning	£15 per child per year	HP	Ongoing
	Set up testing for all pupils at age 7 to identify dyslexia	Included above	HP	2019
<b>2</b>	<b>Support staff</b>			
	Ensure provision of appropriate, additional and differentiated support – 1:1 or small group learning - recruitment of additional staff or use of outside specialists	£14,500 FTE per member of staff	VS/SF	In response to individual needs
	SENCo to audit curriculum provision for SEND pupils via lesson observations and discussions with teachers and pupils to provide feedback when sharing good practice	£7k	SF	Termly
<b>3</b>	<b>Outside agency</b>			
	Liaison with outside agencies including EHCP reviews with LCC	Included in the £7k above	SF	In response to individual needs
<b>4</b>	<b>Staff training</b>			
	Put in place INSET to cover awareness and support for SEND pupils	SENCo training – Edge Hill - £4k	SF	Sept 2018
	Staff trained to teach and support children who have a specific disability and/or educational need – training includes in-house and outside agency	£500 for Safer Handling £650 for Youth Mental Health	HP AWP	In response to individual needs

5	<b>Technology</b>			
	Use technology to provide even greater access to the curriculum – iPad and appropriate apps to be provided for individual pupils	£400 per iPad £25 keyboard £2k w/b update	SF / AWP	In response to individual needs
	Pupils using laptops in lessons for recording work when appropriate and applicable permission given by members of the Senior Leadership Team - provide special kit for the disabled e.g. larger keyboards, larger screens, speech recognition technology	£300 per laptop £200 screen £125 srt	SF / AWP	In response to individual needs
6	<b>Curriculum planning</b>			
	Audit planning to ascertain whether staff differentiate and requirement to be aware of pupil need in regard to providing and/or facilitating access to lessons for disabled – resources planned for SEND children to reach full potential in-line with all pupils	£250 stamps differentiation	AWP / HP	Sept 2018
	Better liaison between SEN, leaders and general staff by visiting Safeguarding at every meeting to review pupils and their requirements	No cost	AWP	Sept 2018
	Ensure educational visits are accessible – need to review this to enable inclusion – enhanced provision through assistants and group sizes	Additional staff £160 per day	AWP	Summer 2019
7	<b>Lesson delivery</b>			
	Make sure lessons are responsive to pupil diversity by reviewing structure of the timetable which allows for equal access for all children	No cost	SLT	Ongoing
	Sets facilitate access for children of different learning abilities	0.8 staffing	AWP	Termly review
	Staff to find alternative ways to engage those pupils who are unable to participate in activities without particular and well-scaffolded support	No cost	AWP	Ongoing
	Lessons integrate an equality of approach enabling accessibility for pupils with additional needs and disabilities including allowing extra time for some pupils	No cost	AWP	In response to individual needs

## PROVISION OF INFORMATION

	ACTION	COST IMPLICATIONS	PERSONS RESPONSIBLE	TIMESCALE
<b>1</b>	<p style="text-align: center;"><b>Absent pupils</b></p> <p>Ensure provision of school information and personalised work for pupils who are unable to attend school due to special educational need and/or disability – this includes information to all people with parental responsibility too</p>	0.1 Staffing £3,500	AWP	In response to individual needs
<b>2</b>	<p style="text-align: center;"><b>Website</b></p> <p>Review information available on the web-site in order to offer a wider range of opportunities for school information - make sure all portals are reviewed in terms of content and accessibility in order to maintain provision</p>	£12k	AWP	Termly
<b>3</b>	<p style="text-align: center;"><b>Email</b></p> <p>Use email to improve home / school communication in order to achieve better liaison for all concerned, especially between school and person with parental responsibility</p>	Isams £12k per year	AWP / HP	Ongoing
<b>4</b>	<p style="text-align: center;"><b>Text / printed word</b></p> <p>Use technology to assist in the provision of information as required – increased font size / use of interactive whiteboard or visual reinforcement of auditory information</p> <p>Materials in other formats including the provision of Braille, large print, textured and/coloured for appropriate pupils who have a specific disability</p> <p>All new schemes for subjects need to be checked for ease of accessibility – this should include large print textbooks and associated worksheets / workbooks</p>	0.03p per PCM  0.04 per coloured sheet  In place	AWP  AWP  SLT	In response to individual needs  In response to individual needs  In response to individual needs

	Review of ICT facilities including word processing, scanners, printers, laptops, keyboards – this also includes IWB facilities in each departments	No cost	SLT	Termly
	Purchase of text-aloud programme so that pupil writing can be heard back	£70 per single user license	AWP	2019-2020
<b>5</b>	<b>Training</b> Ensure that staff are familiar with technology available for the promotion of information for disabled pupils/visitors through provision of INSET training	Free Apple / BT training	AWP / HP	Summer 2019

<b>PHYSICAL ENVIRONMENT</b>				
	<b>ACTION</b>	<b>COST IMPLICATIONS</b>	<b>PERSONS RESPONSIBLE</b>	<b>TIMESCALE</b>
<b>1</b>	<b>Wheelchair considerations</b>			
	Install ramps and other aids as and when required for individual pupil need – ensure visitors are well catered for on terms of access to facilities including toilets	£3k	AWP / DC	Ongoing
	Reconfigure timetable and location of classes to accommodate a wheelchair bound pupil – this is to be provided appropriately, as and when needed	No cost	SLT	In response to individual needs
	Purchase of automatic door openings in appropriate areas of the school to aid with the specific use of wheelchair – with due regard to security and ramps already in place – consider automatic doors to be operated by personal keyrings	£10k	AWP / DC	2020-2021
	Review disabled parking - ensuring the disabled parking bay is well maintained and lit – consider marking the bay with yellow hatching instead of just using cones	£500	AWP / DC	Termly

	<b>Toilet facilities</b>			
<b>2</b>	Ensure the school's disabled toilet is available for both genders – check signage – improving equality of access and facilities in general for pupils and visitors	Infant Building £2k	AWP / DC	Autumn 2018
	<b>Audio / visual elements</b>			
<b>3</b>	Consider a hearing loop system in main hall to improve facilities for hard of hearing for all pupils and visitors, including persons hiring out our facilities	£225	AWP / DC	2019-2020
	Make sure that the fire procedures include checking of audible and visual alarms	Visual alarms @ £30 each	AWP / DC	Autumn 2018
	Review the placing and location of signs – ensuring that they are within the eyelevel range of pupils and visitors – check the use of other possible non-text signs	£45 for new signs	CW	Spring 2019
	<b>New projects</b>			
<b>4</b>	Evaluate all new school projects in order to consider and provide, as far as possible, disabled access in all new developments on the site – building work in particular	No current cost	AWP / MH	As and when
	<b>Lifts / stair-lifts</b>			
<b>5</b>	Consider the provision of access to upper floors by pupils and/or visitors	New stair-lift @ £5400 (x2)	AWP / MH	Ongoing
	<b>Listed status</b>			
<b>6</b>	Deliberate the effect of our 'listed' status upon providing access, especially with regard to organisation of cramped rooms, narrow doorways, toileting	Expert advice @ £450 per day	AWP / MH	Ongoing
	<b>Lighting</b>			
<b>7</b>	Review lighting regularly to ascertain correct level of illumination, considering the possible negative effects on conditions such as epilepsy and light sensitivity	No cost	AWP / DC	Termly

**REVIEW**

- The Governing Body will review this policy statement and update, modify or amend it as it considers necessary to ensure the policy meets the needs of St Pius X Catholic Preparatory School.

Signed .....Date ..... (Chair of Governors)

Signed .....Date ..... (Headmaster)

<b>COMPLIED / APPROVED / REVIEWED / REVISED</b>	<b>VERSION</b>	<b>DATE</b>	<b>EDITOR</b>
Compiled	1.1	April 2015	H Porter & B Banks
Approved	1.1	May 2015	B Banks
Reviewed	2.0	September 2015	C Davies
Approved	2.0	September 2015	B Banks
Reviewed and revised	5.0	September 2018	A W Platts
Reviewed and revised	5.1	February 2019	SLT