

St Teresa's RC Primary School



Our school is based on the teachings of Our Lord and the Catholic Church, fostering a special relationship between home, school, parish and community. Each person is known, valued and encouraged to develop to their highest potential. The school welcomes everyone to its family and upholds as paramount the importance and value of all.



ACCESSIBILITY POLICY & PLAN 2024 - 27

At St Teresa's, we are a fiercely inclusive school. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are a school family where all can feel they belong. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion beyond our school gates.



This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Our action plan relates to these key aspects of accessibility. This plan will be reviewed and adjusted every three years or as required.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents: Equal Opportunities, Health & Safety (including off-site safety) SEND Policy, Behaviour Policy, School Improvement Plan, and the school's mission Statement.

The Action Plan for physical accessibility relates to current and projected needs and funding.

The School Website will feature the Accessibility Plan under 'Statutory' and 'SEND'.

The Plan will be monitored through the Governors who will work in partnership with the Diocese/ Trust in developing and implementing this plan.

Context

We are a proudly inclusive school and this has been recognised and celebrated by both OFSTED and CSI visits.

Our mainstream welcomes a significantly high percentage of children with an EHCP. We also have recently expanded our Resource Provision: The Woodlands is now purpose designed to cater for 14 children with a diagnosis of Autism and Severe Learning Difficulties.

The Head Teacher also sits on the Inclusion and Engagement Group for the Local Authority and a SEND admission panel for the resource provisions.

Our Building

Our mainstream school's building is accessible to all of our pupils and community. It is:

- Completely one level and all doors are at least the width of external doors.
- The front of school and all departments have easily accessible external doors. There is one door with a step but this room can be easily accessed through two other routes.
- We have a fully fitted suite including shower, support bars and hoist at the end of Key Stage Two.
- We have a created quiet (reading) spaces in each classroom and have a wellbeing room accessed through the infants.

Our Woodlands (Resource Provision) has been specifically designed to meet the needs of children with autism and severe learning difficulties.

Adjustments include:

- Heating panels in roof
- Two purpose built sensory spaces – one for sensory play and one for calming/ regulation.
- Secure door with fob access
- Muted colour scheme and suitable storage
- Non slip flooring
- Ramp to the outside door
- Specific quieter and secure play area for the Woodlands children with appropriate play equipment



Belonging is at the heart of our school. All policy and practice has inclusion at its heart and the relationships we have with children and their families is central to that.

Our staff have both experience and expertise in supporting all children to achieve their best and to make excellent progress across all areas. High expectations of all are central to this. All pupils are tracked and their progress is monitored by SLT. Mrs Winder as SENCo also monitors the progress of our children on the SEN register. For children with an EHCP, this will include a thorough annual review and liaison with external agencies where necessary. At all points, our staff advocate for our children.

Considerable emphasis is placed on the use of positive role models and images of disabled people within the school and additional sessions, such as PANATHLON and SEN coffee mornings for families punctuate the year.

Staff training

To ensure we continue to maintain high expectations and provide the very best care, we ensure all of our staff hold the same core values and use them as a compass to drive key decisions and make every day adjustments.

To assist them in this roll, we ensure that our CPD programme champions all and supports the knowledge and skills of our staff so we can remain fiercely inclusive.

Over the last two years this has included:

- Early Help Training
- Safeguarding
- Inclusion conference
- Communication Training for all staff
- Children Not Yet talking training
- SignAlong for 11 members of staff
- Autism & Early Years

Emotional Health & emotion coaching

Asthma training

Epilepsy training

Reasonable adjustments

We aim to do everything we reasonably can to ensure that every single one of our pupils can develop in all areas to their highest potential and recognise that to do so, school will have to be flexible and take positive steps to ensure that disabled pupils can fully participate in all aspects of school life.

We recognise the need to be proactive and to try and put adjustments in place before they are required. This will be done through communication and partnership with the family and, where appropriate, outside agencies. We also recognise that pupils with the same disability may need different adjustments.

Reasonable adjustments may include such as coloured overlays for dyslexic pupils, pen grips, adapted PE equipment, adapted keyboards and computer software.

It may require, a slight adjustment to a policy or practice (for example a slight tweak to the uniform policy to better help a child with a medical need), a tweak to lunchtime routines or different training for staff.

Attendance of all disabled pupils is monitored and where issues of illness are a particular feature of their disability the necessary adaptations to the school day are made. Special attention is given to any required adjustments when booking school trips, including transport.

We strive to ensure that all of our pupils are made to feel that they are a valued member of St Teresa's family; it is where they belong.

Our children

The Disability Discrimination Act definition is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy, asthma, arthritis and cancer. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

Like most schools, we have children of all backgrounds, needs and abilities. In September 2024, this included pupils with specific, on-going impairments, including:

- Asthma
- Epilepsy
- Autism
- Severe Learning Difficulties
- Allergies
- Physical disabilities
- Food intolerances

At present we have 1 pupil in our infant department who is dependent on a wheelchair some of the time.

Action plan 2024 – 2027

Access to the Building

Targets	Strategies	Timescale	Responsibility	Success criteria	Review
To continue be aware of the access needs of disabled children, staff, governors and parents, carers and adjust when necessary promptly as any new needs arise.	<p>To create provision plans/ PEEPs for individual disabled children as part of the inclusion process.</p> <p>To liaise quickly with past schools and other agencies when accepting new pupils.</p> <p>To respond to advice from professionals such as OT quickly.</p>	As required	<p>SENDco</p> <p>Class Teacher</p>	<p>Provision Maps are in place for disabled pupils, and all staff are aware of pupils' needs. SENDco to advise re training for staff re particular disabilities.</p> <p>Maintain strong working relationships with wider agencies.</p>	In place and ongoing. Sept 24
Access paths at the front of school and to EYFS to be safe and useable by all including those with accessibility issues.	Application through diocese for paths to be resurfaced and roots to be removed.	2024 – urgent safety request as part of Form to diocese.	<p>Mrs Willis</p> <p>Governors</p> <p>Diocese</p>	Paths safe and useable for all including those in wheelchairs, with buggies and/ or visual impairments.	Completed Sept 2024.
To establish a private changing area in EYFS/ KS1 for those that need support with toileting so we don't have to escort them right across the school.	Application through diocese to have infant toilets updated. This would include a remodel to include a discrete changing area.	As soon as possible – funding dependent.	<p>Mrs Willis</p> <p>Governors</p> <p>Diocese Trust</p>	A discrete changing space created to support the toileting needs of the youngest children within their learning environment.	Diocese rejected in 2025. Raise with Trust.

Ensure all disabled people can be safely evacuated	<p>Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>Ensure all staff are aware of their responsibilities in evacuation by being aware of the SEND information/ PEEPS</p> <p>If a person uses a wheelchair they must be made aware of the most efficient exit route in case of emergency</p> <ul style="list-style-type: none"> • Can the door with small step into EYFS be made more accessible? 	Autumn Term every year and as new children join in year.	Mrs Brooks/ Mrs Winder	<p>All disabled pupils and staff working with them are safe in the event of a fire.</p> <p>There is constant supervision for any child with a disability who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily</p>	In place and ongoing. Sept '24
Establish a private room where children can access work/ therapy/ assessments with visiting other agencies such as SALT.	<p>Convert part of storage room in Ks1 into 'wellbeing room.'</p> <ul style="list-style-type: none"> • Remove all unnecessary furniture / stored equipment • Redecorate in calming colours/ wellbeing display • Find appropriate furniture • Wifi access point • Timetable as necessary 	Spring Term 2024	Mrs Willis KS1 staff	A private room is available and timetabled for use by visiting other agencies to work with children on a 1:1 basis.	Completed March 2024
Continue to develop outdoor areas to be more inclusive of the needs of all children	<ul style="list-style-type: none"> • Ensure Forest School is fenced off to ensure safety of (especially) Woodlands children • Purchase more outdoor play equipment 	2025	Forest school lead Mrs Willis Mr Marshall	<p>Forest school will be able to be better used by all .</p> <p>A wider variety of outdoor equipment will better meet needs of all children eg sensory rockers, table tennis etc</p>	

Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success criteria	Review
Ensure all staff have continued professional development including providing the very best practice for those with SEND. Prioritise training for children new to our school.	Review CPD needs through performance review meetings Continue to liaise with other professionals and access training and expertise where appropriate Prioritise budget spend on CPD for areas where we have highest need eg/ speech, language, communication & attention.	Ongoing Priority spend on CPD – speech and language in 24/25 academic year. Invest in SALT training for all.	Mrs Winder Mrs Willis All staff	Expertise of all staff continues to be developed to meet the needs of all of our children Woodlands staff are upskilled in working with non and preverbal children	Review annually
Ensure all staff including SMSAs are aware of needs of all our children and how to support them	Additional TAs to be outside at lunchtime to support and to work 1:1 with nominated children where appropriate. SMSAs to receive some communication training SMSAs aware of needs of children and strategies to help them	Each year ensure all staff know how to best meet needs of children with specific needs	Mrs Willis Mrs Winder	Children feel safe, happy and supported over lunchtime.	

All school visits and trips need to continue to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	Phase leaders Class teachers SENCo	All pupils are able to access all school trips and take part in a range of activities	
Ensure disabled children can take part equally in after school activities and access breakfast club where required.	Additional support may have to be available breakfast club/ after school.	As required	Mrs Willis Mrs Winder Mrs Brooks	Children with a disability feel able to participate equally in out of school activities and all families can access before and after school clubs equally.	

Access to information

Targets	Strategies	Timescale	Responsibility	Success criteria	Review
To ensure parents are aware of the written material and agencies available to support disabled pupils from the LA	The school makes parents aware of the written material and agencies available to support disabled pupils from the LA	Ongoing	SENDco team	Parents are aware of the written material and agencies available to support disabled pupils from the LA	

