



ST PATRICK'S R.C.

PRIMARY SCHOOL

Accessibility Policy and Plan

'Together we are one'

DOCUMENT HISTORY

ISSUE	AUTHOR	DATE
1.1	L Smith and J Cook	September 2018
2.0	L Smith, SLT and J Cook	September 2019
3.0	L Smith, SLT and J Cook	September 2020
3.1	S Euden, SLT and J Cook	November 2022
3.2	S Euden, SLT and J Cook	November 2023

Reviewed and Approved

The governors and staff of St Patrick's RC Primary School have adopted and adhere to the following Newport Policy and Procedure

Signed



Dated

Mrs. J Cook, Chair of Governors

On behalf of Governors

Signed



Mrs. S Euden, Acting Headteacher

On behalf of Staff & Admin

St Patrick's R.C. Primary School

Mission Statement

As a Catholic school we are conscious of our need to love and serve God and each other in all we do.

We use the key phrase "**Together we are one**" to remind us of our mission

Education is Holy

Everything connected with human living and the means by which we understand and come to terms with it, is part of God's revelation to humanity, whether those engaged in it are conscious or not. Therefore, the process of education, teaching and learning is a holy act and since the world in which we live is God's, all teaching and learning are related to him.

(Evaluating the Distinctive Nature of Catholic Schools)

Our Mission Statement

*Though many, we are one.
Living our Faith, learning together.
Knowing our strengths and weaknesses.
Recognising the worth of every individual.
Giving them room to grow in the image of Jesus Christ*

We are a Catholic community which is characterised by the gospel spirit of freedom, justice and love. These gospel values permeate the life and work of our school.

Our Vision is to:-

Lead the children to a positive awareness of God through Christ's teachings.	Create a caring, Catholic environment where children can learn to live in peace and harmony with themselves and others.
Provide a quality education for all our children and develop their full potential physically, spiritually, morally, academically and culturally.	Recognise the worth and talents in each individual, developing self-esteem and self-respect that they may grow in the image and likeness of Jesus Christ.
Build and strengthen the relationships (based on gospel values) which exist between home, school and parish.	

We strive to make this vision a reality through the belief that
"Together we are one"

Anti- radicalisation

St Patrick's RC Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

At St Patrick's RC Primary School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

In formulating this policy, the *Governors* have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting

ACCESSIBILITY POLICY/PLAN

The school recognises the duties placed upon it by the SEN and Disability Act 2005 in relation to disabled pupils and prospective pupils. It actively seeks not to treat disabled pupils less favourably and takes reasonable steps to avoid putting them at a substantial disadvantage.

According to the Equality Act 2010 a person has a disability if:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Key Objective

To reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability.

Principles

The school recognises its duty under the DDA

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In addition

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles of the Curriculum for Wales which underpin the development of a more inclusive curriculum

- The school sets suitable learning challenges and responds to pupils' diverse needs

Current Provision

Current provision at the school is limited by location and building design.

The location of the school and the fact the school was built in the 1950s makes accessibility and building adaptations to improve accessibility challenging.

We currently have no disabled pupils requiring wheelchair access at the school.

Building Access

- A ramp is located at the front entrance of the Nursery and Main School building
- All entrance/exit doors, corridor fire doors, classroom and office doors are of sufficient width to allow the passage of wheelchairs
- Disabled toilet facilities are located on the ground floor
- Wheelchair access to the junior play yard can be gained via the exit at the bottom of the stone steps
- Taxis or other vehicles can access the school playground before 8:40 in the morning and after 3:45 for pupils or adults with limited mobility
- All staff are responsible to promptly report any damage or defects to school premises or equipment that may pose a hazard to pupils or visitors

Curricular Provision

- The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular activities
- The school employs, when required, additional Teaching Assistants (TAs) for children with disabilities
- There are permanently employed Teaching Assistants who provide support for children with a variety of needs, including speech and language, ASD etc
- A range of specialist equipment is provided on the advice of external agencies to help disabled pupils to participate in lesson activities
- Teaching and Learning strategies involve pupils working in various groupings; as a whole class, individually and collaboratively in pairs and groups

- Venues for educational visits are carefully chosen to ensure that there is access for disabled pupils
- A range of concessions are made available in accordance with examination board regulations, e.g. printed papers, additional time, TA support, scribing
- Risk assessments are carried out for each physically disabled child on their entry to school and will ensure that they have full access to classroom activities and learning
- Appropriate advice is sought from external agencies such as occupational therapists and the building works department

General Provision

- The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are included in all activities e.g. school assembly, extra-curricular activities and forest schools
- Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture and class and floor areas are large enough for children to work if in plaster casts
- Within the school there are a variety of height tables/ chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service is sought when considering appropriate classroom furniture

Staff Training/Development

The training/development needs of staff are identified and provided for as part of the school's on-going staff development. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training has been provided over the last few years, including, manual handling and emergency First Aid.

In addition we provide annual training for using epipens and administering medication for febrile seizures.

The school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g. Visual/Hearing Impairment, Language/Speech Therapy , Occupational Health etc.

Equalities

We seek to remove barriers to learning and aim to provide equal entitlement of the curriculum for all children who attend St Patrick's irrespective of ethnicity, faith, gender, age, disability and language. Sensitivity and fairness is emphasised during monitoring and assessment to take into account equality of opportunities. Each child is valued and seen as unique. We endeavour to ensure learning opportunities cater for the learning needs of the individual pupil with the aim of stretching them to the full extent of their capabilities and providing them with the opportunity to demonstrate fully what they know, understand and can do. We are committed to equality of opportunity and access for all our learners and to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equalities Act 2010. We further recognise the 9 protected characteristics as detailed in the Act. We will advance equality of opportunity between all learners and foster good relationships between all our learners and our stakeholders.

This policy works in conjunction with other policies and plans including our Equalities Plan, Inclusion Policy and ALN Policy.

Appendix 1

ACCESSIBILITY ACTION PLAN

Target	Timescale	Personnel	Resources	Person Responsible
To continue with a rolling programme for staff training in First Aid. (3 designated members of staff update/ receive 3 day First Aid at work training and all support staff/MDS receive 1 day update training)	Ongoing	JGr, KGr & GiW	School budget	SSO to book training when qualifications/ certificates expire
All staff to receive updated Positive Handling Training/Team Teach	February 24	All staff	SLA	SE to book training
Appropriate staff to receive Emergency Medication training (Yr 2 & Yr 3 pupil)	Summer Term 2024	Y3 - Y6 staff	Aneurin Bevan UHB - Paediatrics Epilepsy Team	SE to book training
To ensure the continuous maintenance of the school premises, including suitably marked internal and external floor and ground surfaces, provision of clear signage, sufficient lighting, disabled toilet facilities and routine safety equipment inspections Mark the steps and edges of the ramps with visible paint	Ongoing February 2024	SE & GLi	School budget	SE

To ensure that any modifications to school premises or equipment (for example through refurbishment) are compliant to meet the needs of disabled persons	Ongoing	SE & GLi	School budget/ Fundng	SE
To review and update Risk Assessments for specific pupils (including access to specific areas or use of specific equipment) at least annually or sooner following any changes to circumstances	Ongoing	SE	N/A	SE
To improve provision and equipment to help pupils who need support with toilet training	December 23	SE & GK	School budget	SE
To continue to improve staff awareness of how to respond to the needs of pupils with a range of disabilities or impairments, e.g. SPLD, ASD etc	Ongoing	SE & JJ	School budget	JJ