

St Vincent de Paul Catholic Primary School

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"We are called to be the hands and face of Jesus as we learn, love and grow together"



Accessibility – A Plan for Inclusion (2018-19)

Document Date Summer 2018 Source- School Review Date Annually by Safeguarding Committee

**"Pupils have a clear love of learning and are diligent in class.
Pupils speak confidently about their learning
and the subjects they enjoy"**

Ofsted: March 2018

Reviewed Summer 2017
To be reviewed Summer 2018
Reviewed by: Safeguarding Committee

Signature: Chair of Governors

Date ratified: 17th July 2018

At St Vincent de Paul Catholic Primary School we are committed to safeguarding children

The purpose of this plan is three-fold and aims to:

- Improve the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:
- Increase the extent to which disabled pupils can participate in the school curriculum
- Ensure that the school environment and documentation are accessible to school staff and families as far as possible

Aim	Strategy	Outcome	When	Intention met
Children are fully integrated within the classroom	Teaching assistants are used to support children appropriately	Needs of all children are fully met	On-going	Curriculum accessible to all pupils
Pupils with disabilities are fully involved at playtimes	Specific information is shared among staff on noticeboards and at briefings to ensure staff are aware of needs and strategies	Other children & adults aware of the needs of disabled pupils Specific adults or children allocated to support pupils with disabilities	On-going	All pupils included in all aspects of school life
	Appropriate 1:1 support assigned where appropriate			
	Buddies and Young Leaders system in place			
Teachers and teaching assistants have the necessary training to teach and support pupils with disabilities	Audit adult training needs to identify appropriate training courses	Staff trained and supported	On-going	Staff confidence enhanced by appropriate training
	Bring training to the attention of relevant staff;			
	Ring fence funding to support staff training and development.			
	Use of outside agencies, specialist centres and support groups			

Aim	Strategy	Outcome	When	Intention met
All members of the community have equal opportunities to access the school premises and relevant information.	School premises are inspected and reviewed to ensure accessibility for all (including Health and Safety audits)	Needs of all members of the school community are fully met	On-going	Physical accessibility of school increased and delivery of information is available to all
	School provides information in range of alternative formats when necessary.			
Ensure all new building works conform to inclusion and accessibility guidelines.	Use of appropriate support from Building Consultant, LA and Diocese.	Building completely accessible to all.	On-going	Physical accessibility of school maintained. Measures are in place to ensure accessibility for everyone using the new security gates
SPECIFIC DISABILITIES				
Pupils with autistic spectrum disorder / communication disorders have access to the curriculum and are included	Advice from outside agencies sought and acted upon.	Classroom resources are adapted and provided to make learning accessible to pupils on the autistic spectrum. Personalised Provision Plans for each individual record the nature of specific need and adaptation	On-going	Pupils on the autistic spectrum have access to appropriate resources and learning support.
	Relevant training provided for all staff working with the child/ren			
	Appropriate Visual timetables used			
	Teaching Assistant support provided as appropriate.			
	Social communication strategies included on Personalised Provision Plans.			
Pupils with hearing impairments are suitably catered for.	New audio bars fitted to IWB system. Pupils are seated where they can lipread; written support provided in addition where appropriate	Issues with sound to be raised and addressed promptly by IT technician	September 2018	Those with hearing impairment are enabled to access the full curriculum and benefit from collective gatherings.

Aim	Strategy	Outcome	When	Intention met
	Specific equipment provided by the Hearing Impairment service for individuals	Adults attend training annually and are confident in the use of the technology on a daily basis		
Review appropriate colour schemes, signage and non-visual guides when refurbishing, especially to benefit those with visual /sensory impairments	Communication in Print in use – symbolic language Seek advice from LA SEND/ sensory support service on appropriate colour and tactile non-visual signage (where appropriate)	Ensure classrooms are accessible to visually impaired members of the community	On-going	Physical accessibility of school increased.
Pupils with visual impairments have access to the curriculum	Advice from outside agencies sought through liaison with parents and outside agencies	Advice is disseminated and acted upon	On-going	Pupils with visual impairment are enabled to access appropriate resources.
Classrooms and resources are accessible to visually impaired pupils.	As part of whole school decorating programme, review appropriate colour schemes.	Colour schemes enhance learning environment for visually impaired pupils.		
	Coloured paper/overlays/pens/print, used when appropriate.			
	Pupils seated in appropriate place	Classroom resources are adapted and provided to make learning accessible to visually impaired children.		
	Where appropriate larger type used			
	Use of ICT (i-pads, large icons on desktop etc.)			
Information provided orally or aurally	On-going			
Pupils with speech and language difficulties have access to the curriculum	Relevant training provided for all staff working with individual children Speech and language screenings for all EYFS	Staff empowered to deliver specific support inc. Welcomm Personalised provision plans in place with specific SALT targets Pupils meet targets	Ongoing	The curriculum is accessible to children with speech and language difficulties and

Aim	Strategy	Outcome	When	Intention met	
Pupils with speech and language difficulties have access to the curriculum	Referral to SALT team Input from Speech therapist			programmes of support are in place to ensure access to the curriculum, understanding by others and delivery of specific objectives The curriculum is accessible to children with speech and language difficulties and programmes of support are in place to ensure access to the curriculum, understanding by others and delivery of specific objectives	
	Individual meetings with Speech and Language therapists as need arises	Communication with therapist enhanced for parents and staff through face to face meetings			
	Basic signing shared and revisited with EYFS and KS1 staff	All classroom staff familiar with signing to support oral language			
	Wellcomm resource used to assess language	Understanding and assessment of language difficulties improved within school			
	Closed questions will be avoided, where possible, and pupils encouraged to speak in sentences.	Teaching approach adapted to cater for the needs of pupils with speech and language difficulties			Ongoing EYFS Welcome meeting for parents to cover ways of promoting communication – October 2018
	Pupils are given time to process language and respond.				
	Staff avoid ambiguous vocabulary and reinforce speech with facial expression, gesture and sign as appropriate				
	Staff endeavour to use simple and familiar language and short concise sentences.				
	Staff endeavour to use face to face and direct eye contact.				
	Staff endeavour to reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials.				
There will be an emphasis on key words, which will be reinforced visually.					

Aim	Strategy	Outcome	When	Intention met
	Language skills developed through drama & role play. EYFS team to champion oral communication	Parents supported to understand crucial role of verbal interactions in cognitive development		
Pupils with dyslexia have access to the curriculum	SENCo, teachers and SEN teaching assistants have regular training	External training opportunities identified for individual staff and resources disseminated	Ongoing	The needs of pupils with dyslexia are addressed and additional support is available
	Class teachers identify pupils with dyslexic tendencies and refer them to SENDCo; possible to referral to The Leys SpLD base or Educational Psychologist	Difficulties are clearly identified and recorded i.e. phonic assessment, speed of writing		
	Personalised Provision Plans set up with termly parental involvement	Strategies addressed by staff working with the pupil Progress towards targets is measurable so that they are fully/ partially met by review date		
	Access to supportive resources is facilitated to ensure pupils are confident to engage with the curriculum	Audit of resources and classroom environment Dyslexia friendly texts and dictionaries freely available		
	Work differentiated to allow access	Relevant resources employed such as overlays, larger text, font type, speech to text, audio		
	Fair allocation of teaching time	Additional time provided to complete tasks		
	Positive behaviour strategies used throughout the school based on	High standards of behaviour evident throughout the school		Positive behaviour strategies used throughout the school

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Pupils with behaviour support needs are included in all activities	STEPS approach, our Mission statement and the tenets of the UNICEF's Rights Respecting School approach		Pupils with behaviour support needs are included in all activities	Pupils feel safe
	Parents involved in discussions about pupils who exhibit challenging behaviour	Parents supportive of interventions discussed with school		Parents support strategies in school and at home
	Pupils with challenging behaviour supported initially by additional strategies and adults within the school	Support assistants and / or teacher working with pupils Pupil has clear expectations of standards Strategies shared with all staff		Pupils with challenging behaviour supported initially by adults within the school
	Referral to the Behaviour Support Base for additional strategies and support where appropriate including in school support for whole class groups	Personalised strategies amended		Behaviour Support Base provides additional strategies, support and adult intervention where appropriate
	Pastoral Support Plans put in place for pupils who exhibit challenging behaviour	Clear targets and timelines established with pupil, parents and staff		Pastoral Support Plans in place for pupils who exhibit challenging behaviour