



CARDINAL NEWMAN CATHOLIC PRIMARY SCHOOL – ACCESSIBILITY PLAN 2015-2018

IMPROVING CURRICULUM ACCESS

| TARGET | STRATEGY | RESOURCES | RESPONSIBILITY | TIMEFRAME | SUCCESS CRITERIA |
|---|---|--|---------------------|--------------------|---|
| Training for teachers on differentiating the curriculum | Undertake an audit of staff training requirements | Training time & TA support | SLT/SENCO | In place & ongoing | <p>Increase in access to the curriculum</p> <p>Disabled child's needs to be defined in order to differentiate curriculum</p> <p>All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum- regular SENCO updates to training at staff meetings.</p> |
| Audit of pupil needs and staff training to meet those needs. | Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. | Training time & practical resources to support | All staff/SLT/SENCO | June 2016 | <p>Increase in access to all school activities for all disabled pupils</p> <p>Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.</p> |
| All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation | Modified equipment | SLT | April 2016 | <p>Increase in access to all school activities for all disabled pupils</p> <p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> |



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| Classrooms are organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Time | Teaching Staff and SLT | December 2015 | Increase in access to the National Curriculum Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils |
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| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school | Training time Website | SLT /SENCO | June 2016 | Community will benefit by a more inclusive school and social environment Whole school community aware of issues relating to Access |
| Appropriate use of specialised equipment to benefit individual pupils and staff | Specific training in word processing skills through touch type programme, laptops Sloping boards for pupils with fatigue problems or physical disability Coloured overlays for pupils with visual difficulty Specially shaped pencils and pens for pupils with grip difficulty. Staff trained as appropriate | Specialist equipment as listed | SENCO/DH/HT | In place & ongoing | Increased access to the curriculum through the use of adapted methods of teaching and specialised equipment. Needs of all learners met |
| Improve the quality of provision for children with specific special needs | Provide a tranquil space where children who suffer from over-stimulation can receive supervision appropriate to their needs | £3,000? Staff deployed | SENCO/SBM/HT | By September 2015 & ongoing | Enhanced school experience for children with specific special needs |



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| Provide specialist play equipment | Enable disabled pupils to enjoy play which would usually be inaccessible to them | Time to audit. Costs to be identified | SENCO/HT | January 2016 | Disabled pupils using play equipment Increase equipment available – sports access |
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IMPROVING THE DELIVERY OF WRITTEN INFORMATION

| TARGET | STRATEGY | RESOURCES | RESPONSIBILITY | TIMEFRAME | SUCCESS CRITERIA |
|--|--|---|------------------|----------------------|---|
| Availability of written material in alternative formats | Staff aware of services available through LA Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect | Contact details & cost of translation/adaptation | DH/HT | In place & ongoing | Information to disabled pupils/parents as appropriate Written information available in alternative formats Take-up of information leaflets by parents |
| Training for teachers on differentiating the curriculum and effective communication with parents | Undertake an audit of staff training requirements and carry out meetings with parents of SEN parents and pupil voice. | Training time & TA time allocated | SENCO/DH/HT | In place & ongoing | Increase in access to the curriculum Needs of all learners met Parents fully informed Parents should be engaged and informed, |
| Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested. | Review all current school publications and promote the availability in different formats when specifically requested | All school information available for all who request it. | Office/SLT/SENCO | June 2016 | Delivery of school information to parents and the local community improved |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment | Get advice on alternative formats and use of IT software to produce customized materials. | All school information available for all who request it | Office/SLT/SENCO | June 2016 | Increase in access to the National Curriculum |
| Raise the awareness of adults working at and for the school on the importance of good communications systems. | Arrange training | Policies & processes in place with time for staff to read | SENCO | In place and ongoing | School is more effective in meeting the needs of pupils Awareness of target group raised |



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IMPROVING PHYSICAL ACCESS

| TARGET | STRATEGY | RESOURCES | RESPONSIBILITY | TIMEFRAME | SUCCESS CRITERIA |
|---|--|---|----------------|--------------------|---|
| Improvements to help the visually impaired | External steps and manhole covers highlighted in yellow/non-slip paint | Cost of decoration - £100 | SBM/HT | Complete & ongoing | Hazards highlighted to increase safety for the visually impaired. All areas monitored and maintained. |
| Access into school and reception to be fully compliant | Designated disabled parking Clear route through school for disabled people allowing access to all areas Lunch time support arrangements-safe space | Cost of painting | SBM/HT | September 2015 | Physical accessibility of school increased |
| Improve signage to indicate access routes around school | Signs indicate disabled parking bays, lifts and wheelchair-friendly routes around school Provide access plan of building in reception area | Cost of signs | SBM/HT | Ongoing | Disabled people aware of wheelchair access to all parts of the school. |
| Improve the quality of provision for children with specific special needs | Provide a tranquil space, or resource such as tent, where children who suffer from over-stimulation can receive supervision appropriate to their needs. | £3,000 | SENCO/SBM/HT | By September 2015 | Enhanced school experience for children with specific special needs. |
| Appropriate uses of colour schemes for internal/ external decoration to benefit pupils with visual impairments | Follow advice on contrasting colours and redecorate as necessary. To review and update following discussions with adviser and parents and pupils. | Cost of redecoration. Build into maintenance budget | SENCO/SBM/HT | In place & ongoing | Physical accessibility of school increased Areas maintained on a regular basis |



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| Mobile ramps & classroom environments | Maintain grab rails around school site including classrooms and other appropriate locations in place to support transition Where/when necessary | | SBM/HT | In place & ongoing | Accessibility of school and play areas increased. Physically impaired pupils able to access all areas. |
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IMPROVING PHYSICAL ACCESS

| TARGET | STRATEGY | RESOURCES | RESPONSIBILITY | TIMEFRAME | SUCCESS CRITERIA |
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| Maintain safe access around exterior of school | Ensure that pathways are kept clear of vegetation. Ensure grounds maintenance contractors know which areas to prioritise | Cost included in grounds maintenance contract | SBM/HT | Ongoing | Disabled people able to move unhindered along exterior pathways |