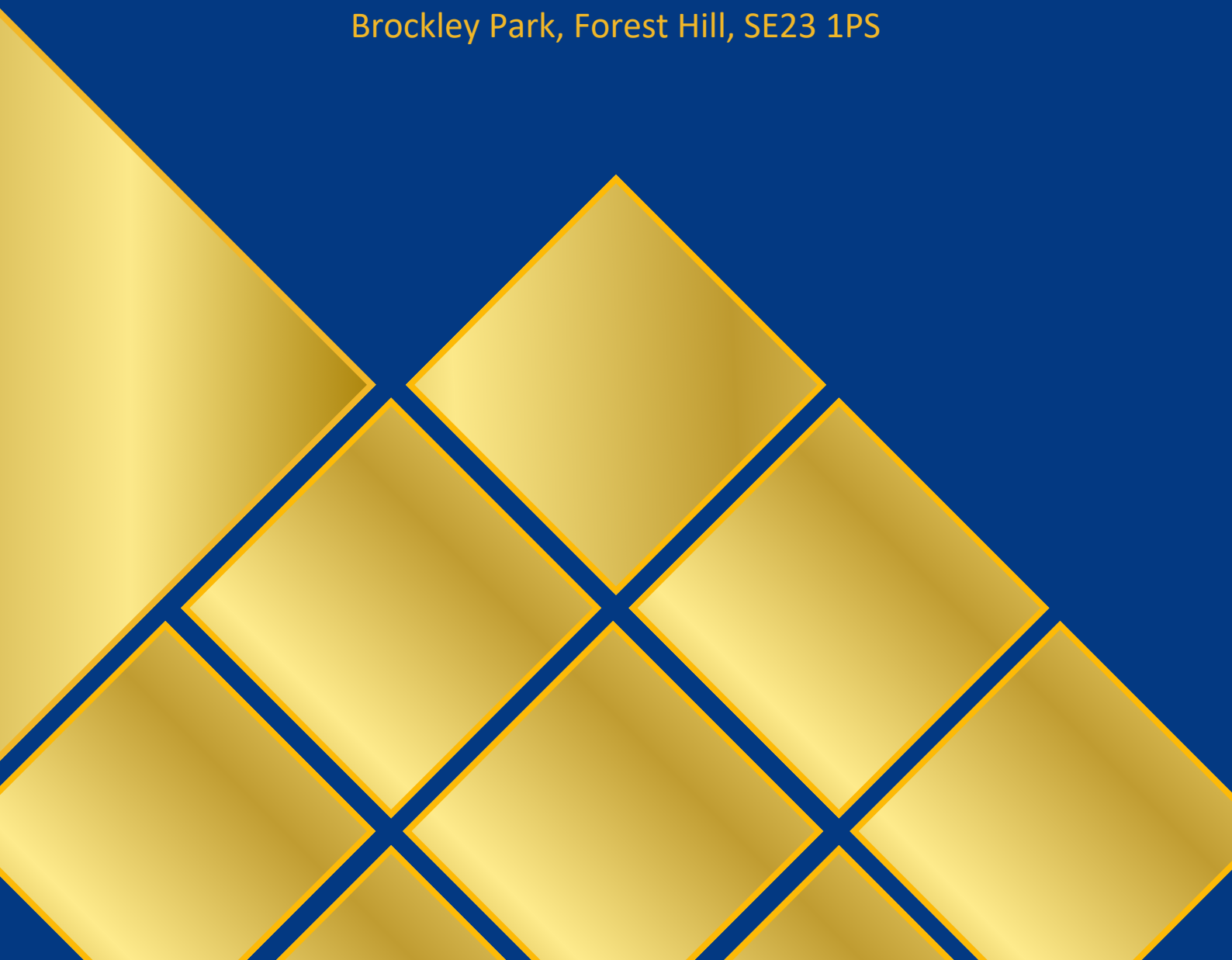


ST WILLIAM OF YORK



Catholic Primary School
Brockley Park, Forest Hill, SE23 1PS



Accessibility Policy & Plan



OUR MISSION

The purpose of St William of York Catholic Primary School is to educate children in an atmosphere of Christian love.

We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.

Policy Review			
Policy Reviewed On	June 2026	Signed:	<i>H Mayers</i>
Governing Body Ratification	July 2026	Signed:	Full Governing Body
Next Review Date	July 2027		

Plan Review			
Plan Reviewed On	June 2025	Signed:	<i>H Mayers</i>
Governing Body Ratification	July 2025	Signed:	Full Governing Body
Next Review Date	July 2028		

Schools' Planning Duty

Schools' Planning Duty under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. At St William of York Primary School the plan will form part of the Building Contents Survey and will be monitored by the Headteacher and evaluated by the Governing Body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

St William of York Primary school are dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.

St William of York Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

Aims and Objectives

Our Aims are to:

- increase access to the curriculum for pupils with a disability
- improve and maintain access to the physical environment and take advantage of education associated services
- improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- SEND Information Report
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Policy
- Local Offer
- Safeguarding Policy
- Health & Safety Policy
- Staff related policies, e.g. risk assessments,

This plan will also be used to advise and inform future planning documents and policies.

We aim to ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

Physical Environment

The physical environment is accessible for all uses and has wheelchair access both indoors and outdoors. Some exit doors do not have steps to ensure that wheelchair users can exit the building safely, at either the front or rear of the building. There is a lift which gives access to all teaching areas.

We have rails where there are steps and slopes to access all aspects of the school grounds at the top level. There is no access on school grounds to the lower playground but this area can be accessed via the parish grounds if necessary. There is a disabled people's toilets located in the school which is accessible via the lift. The disabled people's toilets have a hand rail, an emergency pull cord and easy use taps. All classrooms from Yr 1 to Yr 6 are fitted with a Soundfield system which enables those with hearing impairments to hear the teacher through the use of surround sound.

Curriculum

With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments. The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively. Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, use of laptops etc.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Makaton and PECS are used to aid communication. Access to information is planned, and can be accessed in different ways on request, should this be needed.

Current Activities

At St William of York we have close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school. This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings. The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability, working with Lewisham SEND Team, outside agencies, Health Professionals and Educational Psychology Services. The SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding. We have strong systems in place to ensure that we meet the needs of all of our pupils including Provision Mapping, which identifies children and interventions. These are produced and reviewed termly alongside whole school tracking systems.

All staff work together as a team to ensure strategies for improving pupils' behaviour and access to learning is effective. We are able to refer families to the Mental Health Support Team, and signpost parents to other support agencies eg. Family Coach, Young Carers, Family Thrive and Early Help.

The school also works closely with specialist services including:

Local Authority Provision delivered in school

- STePS (Specialist Teachers and Educational Psychology Services)

- ASD Specialist & Advisory Teacher
- Sensory support for children with visual or hearing needs
- Occupational Therapists
- SALT (Speech and Language Therapy) Jessica Flintoff
- LAC (Looked After Children)
- Virtual School
- Family Thrive
- Community Paediatrician
- CAMHs (Child and Adult Mental Health)
- MHST (Mental Health Support Team)

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Educational Psychologist (South East Psychology)

The school's governors, teachers, and teaching assistants have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- ✓ Specific medical conditions including asthma, eczema, diabetes
- ✓ Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- ✓ Autism
- ✓ Speech, language and communication needs (SALT)
- ✓ Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

Review and Implementation

The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed three yearly by all relevant parties.

St William of York Primary school
Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum				
<u>TARGET</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITIES</u>	<u>SUCCESS CRITERIA</u>
To comply with the Equality Act 2010.	• Review all statutory policies to ensure that they reflect inclusive practice and procedure	On-going	HT All subject leaders Governors	• All policies clearly reflect inclusive practice and procedure
To identify pupils who may need additional provision to ensure smooth transition.	• Liaise with pre-school providers to review potential intake for each September • Liaise with SENCo's to ensure clear transfer of records/information • Arrange multi-agency meetings where necessary to ensure the provision is suitable • Observe the child in their setting prior to attending out school • Any changes in pupil's needs identified within SENCo progress meetings – termly and IEPs to reflect any needs identified • Meeting arranged with parents – information sharing/needs of the child- at least termly	Summer Term for transition and Autumn Term follow-up each September	HT SENCo EYFS Leader	• Procedures, resources/equipment and strategies in place • Parents are kept informed of provision and consulted
To ensure all staff are fully aware of the needs of all pupils who have an EHCP/SEND support (long term objectives and 12 monthly objectives/IEPs)	• Transition meetings in the summer term • Transfer of records / meetings with teachers and relevant staff & • SEND Folders up-dated and to include all relevant documents/info. shared • Create and up-date provision maps showing the overview for each year group and individual pupil's need	Transition meetings at the end of year On-going meetings SENCo	SENCo All staff	• All staff are clear about their responsibilities in meeting pupil's needs • Individual Education Plans identified and on provision maps and/or IEPs where needed
To access outside agency support/advice and on-going support for pupils with health needs. To improve access to the curriculum through the	• Referral/consult to specialist support teachers (STePs) , Psychology Services, Health Team, SALT etc. for additional support and advice where needed • Consult regularly with parents for information sharing and discussion on targets/needs • ASD, HI and VI needs met through access to specialised support and resources –regular support	On-going updates and regular input throughout the year from outside agencies	SENCo All staff working with pupils with additional needs Specialist teachers and Psychology Services	• Pupils needs being met • Advice, strategies and targets given by outside agency support taken on board and making a difference to pupils and school in ensuring needs are met

	use of specialised equipment and resources following advice and support from outside agencies.	for identified children • OT/Physio and SALT programmes identified on provision maps and staff training taken place to deliver any specialised interventions/use of equipment	Termly meetings SENCo and EP/SALT/STePs		• Staff feeling supported in meeting the needs of all pupils • Range of equipment integrated into practice • Parents feeling confident about the provision
	To review the attainment of pupils with SEND regularly through whole school tracking systems.	• Discussion to take place at pupil progress meetings on the attainment of all pupils on SEND support/EHCP • Attainment of SEND children over the year to be analysed termly and through IEP meetings (SENCo and Assessment Co.) • IEPs to reflect needs of pupils based on progress made	1 x annual EHCP review 3 x termly SEND Progress Meetings – SENCo and teacher On-going	HT SENCo	• Analysis shows that expected progress has been made by all pupils • Progress towards the IEP targets has been achieved. • Provision has been reviewed and amended based on needs of pupils
	To ensure parents are fully involved in the IEP process and understand how to support their child at home. To ensure that pupils are involved in their IEP targets and EHCP meetings (where appropriate).	• Termly updates for parents of those children receiving support and intervention • Discussion on targets and parent views considered • Targets to be clearly identified for parents to work on • Staff to complete parent meeting notes	1 x termly minimum with class teacher SENCo to arrange drop in sessions	Class teacher SENCo Parents	• Parents understand targets and know how to support their child with at least one of the targets • All parents aware of the SEN needs of their child
	To attend LA meetings to ensure up-to-date with current legislation and LA guidelines	• Attend training • Disseminate to staff/SLT where appropriate • Involve parents where appropriate	On-going	HT/SLT SENCo Governing body	• Course/meetings attended and disseminated to SLT • Governing Body kept up-to-date with any changes

Medium -term targets	To audit, and where necessary, improve/purchase quality resources and specialised equipment. To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/ meeting pupils' needs	• Audit of resources and training needs • Up-date and invest in any new resources which offer greater access to the curriculum for identified children across the school • Staff training identified – internally and externally • STePs training - ASD, SALT etc for identified children	Termly Review – ongoing basis	HT SENCo All staff	• Access to the curriculum improved through the use of good quality resources, interventions and adaptations
Long -term targets	To evaluate and review procedures in place in ensuring participation of disabled pupils.	• Evaluate and review the short and medium-term targets and set new targets • Produce new plan based on needs of the school/pupils	Annually	HT SENCo Governing body Pupil & Parents	• Increased access for disabled pupils • Pupils feeling successful at school • Quality interventions and resources in place
	To continue to audit, review and develop staff expertise based on the needs of the school.	• Identify training needs • Seek out appropriate training (internally/externally) and prioritise who, what, when etc.	Annually	SENCo Senior leaders HT	• Long term training needs identified and prioritised

Short-Term Targets	Aim 2: To improve the physical environment of the school				
	<u>TARGET</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITIES</u>	<u>SUCCESS CRITERIA</u>
	To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils	<u>Indoor</u> • Identify needs of new in-take and make reasonable adjustments to the physical environment • Assess needs of pupil and plan for smooth transition • Plan classrooms accordingly • Involve STePs Teams to support with transition and any specialist equipment • Maintain good working order of all disabled toilets and facilities <u>Outdoor</u> • Seek pupil views through School Council on improving play areas • Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes	On-going	HT Governors SENCo Premises Assistant All staff	• The environment is suitable for disabled children entering school • Classroom environment is accessible and meeting the needs of pupils wherever possible
	To ensure risk assessments are in place for key pupils	• Up-date Risk Assessments for all pupils and share with staff • Monitor risk assessments and adapt if needed to meet children's needs	Annually and regularly	HT SENCo All staff	• All staff aware of risks and pupils safely accessing the curriculum and school grounds • Risk Assessments are understood and followed up

Medium -term targets	To ensure classroom environments meet the needs of pupils.	• Environment monitoring to take place on a regular basis. • Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions, mini observations etc. • Needs of the child to be carefully thought through and classrooms adapted accordingly • Seek views of children	Ongoing basis	HT SENCo All staff	• Access to the curriculum improved through the use of good quality resources, interventions and adaptations
Long -term targets	To continue to develop the playground facilities for all children.	• Look for funding opportunities • Involve the School Council • Regular checks and maintenance • Site manager to report any problems • Introduce OPAL play to support learners in accessing a range of play opportunities	On going	HT SENCo Governing body	• Inclusive child-friendly play areas • Wheelchair access maintained around the school grounds
	To ensure path ways are appropriate for wheelchair access.	• Invest in new resources which promote play opportunities • Use of OPAL - Outdoor Play and Learning to support with the school's new venture of changing the opportunities we provide children	On-going	SENCo SLT	• All children will enjoy their playtimes by engaging in a wide range of play opportunities • Resources are used and are accessible for all

Short-Term Targets	Aim 3: To improve the delivery of information to disabled pupils and parents				
	<u>TARGET</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>RESPONSIBILITIES</u>	<u>SUCCESS CRITERIA</u>
	To update records to ensure school is fully aware of any disabled children/parents and their needs.	• Office staff aware of parent's needs as notified and adapted material on request • The school will make itself aware of the services available for converting written information into alternative formats • Health Care Plans kept up-to-date – access to all and kept in the same place • Up-date Medical forms regularly – all classrooms to have medical records and one-page profiles in their office folders • Up-date SEND forms in line with guidance	Annually	HT EYFS leads Governors SENCo Office team All staff	• All staff aware of the needs of the school • Records up-to-date • The school will be able to provide written information in different formats.
	To ensure disabled parking is available for disabled staff and disabled pupils only	• Site manager and office staff to ensure correct use of parking spaces • Parents made aware of 'rules' for using the parking space	On going	HT SENCo Governing body	• Parking fully accessible to meet the needs of pupils and parents
	To ensure that the school environment offers further information to pupils and visitors.	• Photographs of all staff on display board with names • Classrooms labelled • Environmental print • Displays offer visual and written support/adapted where needed • Photographs/images for visual support on display • Monitored through learning walks	On going	HT	• Visual and written environment offers support and is consistent around the school

Medium -term targets	To continue to up-date and improve the school website to ensure information is fully accessible.	• Website is in development • Checklist completed for all relevant information that needs to be on the website • Website audit conducted by LA • Ensure parents are fully aware of the information available on the website	On going	HT SENCo All staff	• Website updated and all relevant information available and updated regularly • Friendly/easy to access website • Website used by parents
	To use class Arbor, Purple Mash, Google Classroom to communicate with parents regularly, share information and send over specific files when needed	• Connect all pupils to class learning platforms and relevant staff to each class • Parents can contact teachers through email & telpehone	Ongoing Autumn term	SENCo All staff SLT	• Parents and teachers are connected through email communication • All parents are able to communicate with relevant staff
Long -term targets	To continue to meet any specific future needs of pupils/families within school	• Assess needs and plan accordingly • Identify any specialised support needed and seek advice • Add to provision maps/risk assessments etc. • Staff awareness and training where needed	On going	Whole school	• Needs of pupils met where ever possible