



# **St. David's RC Primary School**

- 1. Accessibility Policy**
- 2. and Plan 2023/24**



**Vision: Inspire, Believe, Achieve!**

**Motto: A Little School Where Big Things Happen!**

**Mission Statement**

Together,  
We live and learn with God the Father, through Jesus Christ, guided by the Holy Spirit.

**School Values - How we live our mission at St David's**

Love one another as God has loved you.  
Praise and give thanks to God.  
Pray together every day.  
Respect and celebrate the richness of our different cultures as we work and walk together  
Be proud of yourself and your achievements.  
Challenge yourself...be resilient, resourceful and persevere!  
Be curious and caring about God's wonderful world.  
Care for and respect yourself and others.  
Help to create a safe and healthy environment where everyone feels valued  
Make the right choices based on the Gospel values of love and forgiveness  
Recognise your roles as global citizens with our school, parish and wider community.  
Be the best you can be!

**Vision Statement – Our vision for our school and our learners**

The vision of St. David's Primary School is to enable all children to achieve their full potential following in the footsteps of Jesus. In this we aim to create a nurturing, inclusive and loving school community where Christ is at the centre and the children are at the heart, inspiring and guiding all that we do.  
Through a commitment to excellent teaching and learning we aim to empower our children to be confident, healthy and responsible individuals, equipped for life with God at their side.

## **St. David's Primary Accessibility Plan 2021-24**

### **Introduction/Aim of the plan**

This accessibility plan is drawn up in compliance with current legislation and requirements. School governors are accountable for ensuring the implementation, review and reporting of progress of the accessibility plan over a prescribed period. This accessibility plan is structured to complement and support the school's equality objectives, and will similarly be published on the school website .

### **Key objective of the plan**

The purpose of the accessibility plan is 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. The plan is developed around three statutory planning duties :-

- 1. improving access to the curriculum**
- 2. improving the physical environment**
- 3. improving communications.**

The plan also takes account of the need to involve pupils in making decisions which are likely to affect them.

### **Equality Act 2010 statement**

It is against the law for a school or other education provider to treat disabled students unfavourably. This includes: direct discrimination, for example refusing admission to a student because of disability indirect discrimination, for example only providing application forms in one format that may not be accessible discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating victimisation, for example suspending a disabled student because they've complained about harassment.

### **Reasonable adjustments**

Schools and local authorities have a duty to provide reasonable adjustments for disabled pupils. This duty requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school and enjoy the other benefits, facilities and services which the school provides. Guidance

for the practical implementation of this in schools can be found on the Equality and Human Rights Commission website.

### **Definition of a disability**

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

### **Curriculum for Wales 2022 -A curriculum accessible to all.**

**WG guidance states :-** *'A school's curriculum should raise the aspirations for all learners. It should consider how all learners will be supported to realise the four purposes and to progress. This is essential for learners to play an active part in their community and wider society, and to thrive in an increasingly complex world.'*

*Schools should be aware of the needs and circumstances of all their learners when designing their own curriculum, considering equity of opportunity when putting into place support and interventions or making reasonable adjustments.*

*This guidance has been developed to be inclusive of all learners, including those with additional learning needs (ALN). It is also intended to support schools to design inclusive school curricula. Learners will progress along the same continuum of learning within each Area from ages 3 to 16. However, the pace at which they progress along the continuum may differ – allowing for a diversion, repetition and reflection as each learner's thinking, knowledge and skills develop over time. Schools and practitioners have discretion when planning for progression, giving due regard to all learners in their settings/schools.*

*Key to this is consideration of learners with ALN and this guidance has been developed with ALN practitioners and specialist professionals. It should therefore support the planning for progression for learners with ALN. Where this guidance makes reference to specific verbs such as 'talk', 'move' or 'create', these should be interpreted according to the needs of the learners.*

*Schools should acknowledge the importance of professional development for staff with responsibility for and who work with learners with ALN. There should be opportunities for collaboration between schools, relevant agencies and wider professionals when designing the school curriculum.*

*A school's curriculum should also provide stretch and challenge for more able and talented learners and enable them to progress along the continuum of learning at a pace appropriate to them.*

*A critical part of raising aspirations for all learners and addressing different gaps in attainment is ensuring that all learners are supported to realise the four purposes through a broad and balanced curriculum with the national framework. This includes gaps influenced by different socio-economic backgrounds but may be far wider. This should be supported by provision which responds to the specific needs and circumstances of learners. In particular, this should consider what specific experiences, knowledge and skills learners may need that they would otherwise not have opportunity to benefit from. Understanding group progress is also an important focus for schools to ensure that their curriculum raises standards and helps raise achievement for all. It is not about external reporting, but is about schools and practitioners understanding what they need to know about their learners, and which other agencies they need to work with, in order for them all to maximise their potential and identifying specific challenges and support which particular groups might need.'*

The development of this policy and plan is also in accordance with:

- [The Social Services and Wellbeing Act, 2014](#)
- [The Wellbeing of Future Generations Act, 2015](#)
- [Recommendations of the Children's Commissioner's follow-up report; 'Full Lives: Equal Access', 2017](#)
- [Newport City Council's Strategic Equality Plan](#)

## **General Provision**

St. David's School endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities; children with disabilities are always included in activities such as school assembly where wheelchair space, specially adapted chairs, digital microphones or individual support is provided. Classrooms are organised and set out in order to ensure that pupils can move easily about the room and so that class activities are fully inclusive.

### **1. Access to the Curriculum**

Our school works to ensure that the full curriculum is accessible to all learners. To do this the school:-

- Employs, when required, additional Teaching Assistants for children with specific needs.
- In planning trips and visits; PE and lunchtime arrangements, the needs of all learners are considered.
- Staff training and provision are regularly reviewed to ensure appropriate training is provided to all staff/specific staff working closely with pupils with particular needs. This includes training regarding the ALN code, ACE awareness, and mental health/ wellbeing.

- Access to IT support for assisted teaching and learning. (chromebooks or iPads)
- Access to modified large print text where required.
- Lessons planned to take into account the needs of all learners
- Well developed links with support agencies ( i.e. GEMMS, SpLD etc)
- Classrooms and support areas within the school building and in the school outdoor environment set out to best support all learners.

## **2. The Physical Environment**

The school environment has been set out to ensure full accessibility. To do this the school:-

- Has access ramps into the school in the main entrance, and both end entrances to the play yard. .
- Full access to the first floor of the school via a lift.
- Wide corridors on both floors to allow wheelchair access.
- A designated disabled parking bay in the school car park.
- Handrails on both staircases to support learners and visitors with disabilities.
- A disabled toilet on the ground floor of the building.
- Fire evacuation plans in place (PEEPs) for learners, staff and visitors as required.
- Appropriate fire exit signage and lighting throughout the building.
- School grounds are level and are accessible to learners, staff and visitors with any physical disabilities.
- All door frames and handrails in school are painted in contrasting colours to their surroundings to support those with visual impairments.
- Accessibility to the school offices was improved with a direct gated access

## **3. Communication**

Our school ensures that communication with learners, parents and the wider community is accessible to all. This is by:-

- Use of digital communication with parents/ wider community (Class Dojo, use of Google Classroom, School website and Twitter)
- Ensuring that communication in languages other than English is available for staff, parents and carers (via Class Dojo)
- Use of technology (voice typing tools, adaptive screens, immersive reading technology) using Google and Microsoft Office 365 Tools.
- Dyslexic friendly teaching and learning materials in all classrooms and areas of the school.

- Use of Screencastify and/or Google Meet videos to support learning and communication with parents. (The school policy for remote and blended learning sets out support procedures in more detail)
- Use of audio technology to support learners where needed.
- Use of appropriate print fonts and sizes for all learners.
- BSL has been introduced throughout the school with BSL teachers leading workshops for PS2 and 3 classes.

## **Pupil Engagement and Consultation**

St. David's Primary values the voice of our pupils in all areas of school life and learning. Pupils are regularly consulted about issues affecting them and their opinions and ideas help inform future decisions.

- Pupils regularly give presentations to the Governing Body and bid for allocation of school funds based on pupil voice issues.
- Pupil voice groups help within the school's assessment in learning policy and procedures and they have a voice in assessing and discussing their work with self, peers, staff and parents/guardians.
- The views and opinions of the learners are actively sought, and their voice helps to shape the curriculum within the school.
- All classes are actively engaged in developing UNCRC and appropriate articles within school.
- All classes have rights champions and learners lead on a wide range aspects of pupil engagement through the school Senedd class groups and the Senedd cabinet group.

## Future Development and Action Plan (2023/24)

### Curriculum and extra-curricular access - 2023/4

Strategy/ Target	Actions	Outcome	Evaluation (RAG)
Planning of off-site swimming course to take into account needs of learners with physical disabilities	Planning of activity and discussion with provider to include the needs of these learners	Learners are able to access the swimming programme with the rest of their cohort.	
Extra curricular clubs to take into account the needs of learners and parents/ guardians	School to consult with stakeholders via Google Forms to seek views on how to make clubs as accessible as possible.	Clubs in consultation with stakeholders meet the needs of all learners.	
To ensure parents, guardians and other stakeholders have a clear understanding of how C4W is being delivered in St. David's.	To deliver a range of workshops and presentations for each of the AoLEs over the course of the year.	Improved understanding of the Curriculum for Wales and how this is being delivered in St. David's.	

### Physical Environment - 2023/34

Strategy/ Target	Actions	Outcome	Evaluation (RAG)
To construct the play yard to improve wheelchair access in consultation with pupil voice.	Pupil voice to plan playground site to include wheelchair accessible play yard equipment and benches is implemented To amend kerbs to allow access to play yard equipment areas	Improved accessibility for all learners to play yard equipment.	
To ensure signage in the school is fully accessible for all stakeholders	To ensure signage is clear, dyslexic friendly and includes braille. Pupil voice groups to input and research	Stakeholders with visual impairments have greater accessibility in the school building.	
To ensure an interactive moveable screen is put into the school hall.	To ensure the hall can become a more multifunctional teaching/ presentation space	The hall use will be more adaptable for all stakeholders.	

## Communication 2023/24

Strategy/ Target	Actions	Outcome	Evaluation
To liaise with parents and other stakeholders to discuss how accessibility in the school could be improved.	To publish findings and how these have affected the accessibility plan	Improved access and wider consultation for all members of the school community with equal access for those with a disability	
To ensure hearing impaired stakeholders have better access within the school.	To install a school induction loop system into the school hall.	Better access to learning and meetings taking place in the school hall for all stakeholders with hearing impairments.	
Deaf Awareness Renewal Training sessions for all staff.	To arrange session for all staff to have awareness update training	Staff will have understanding of deaf awareness and how this applies to a school environment.	
Continue to offer cafe catch up sessions to all parents/ guardians in the hall to discuss their learning with their child.	Regular termly sessions will be offered for all year groups.	Improved consultation and feedback of learning for all relevant stakeholders.	
To arrange of series of parent/ school open forums available for all parent/ guardians to attend.	To give stakeholders a voice in key aspects of interactions with school and parents.	Improved communication between parent groups and school.	

- Updated Policy and plan written by Mr. A. Davies (DHT and equalities governor)
- Updated Policy will be shared with Governing body on \_\_\_\_\_
- Updated Policy to be reviewed on \_\_\_\_\_