



ST. DOMINIC'S
PRIORY SCHOOL

Introduction

School name: St. Dominic's Priory School

3-year period covered by the plan: January 2016 – January 2019

Plan agreed: January 2016

Plan Review: February 2017

Lead member of staff: Headteacher

This Accessibility Plan considers provision for disabled students as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This plan operates alongside the SEND Policy and is consistent with it in terms of principles and approaches to resourcing. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.



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The School's Context

We are a catholic independent school for boys and girls age range 3 months to 16 years. The school comprises of several buildings covering a large site, mostly of one or three storey construction. However, one main building is now Grade two listed and is joined to the St. Dominic's convent.

The School's Aims

- We aim to create a love of learning in a friendly and happy environment, nurture individuality and instil in our students a sense of community spirit.
- We aim to provide each child with the best possible start and give them the confidence to believe in themselves.
- We promote a sense of personal responsibility based on the values of truth, justice, compassion, partnership and community.
- St. Dominic's welcomes children of all faiths and ethnic origins, and endeavours to ensure that the cultural and religious differences within our school community are recognised and respected.
- The Dominican motto, 'Laudare, Benedicere, Praedicare' – to praise, bless and preach the Word of God, ensures that diversity is recognised and respected.
- By ensuring that each child is known, respected and cared for, we identify the unique needs of the individual and respond accordingly.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2002**
- The Disability Discrimination **Act (amended for school 2001)**
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **Educational Governor**
- **Head Teacher / SENCO**
- **Primary SEN**
- **Facilities manager**



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1. Background information

1A: The purpose and direction of the school's plan: vision and values

We aim to create a love of learning in a friendly and happy environment, nurture individuality and instil in our students a sense of community spirit. We aim to provide each child with the best possible start and give them the confidence to believe in themselves. We promote a sense of personal responsibility based on the values of truth, justice, compassion, partnership and community. Children need a wide variety of interests and challenges to complement their academic studies. Throughout the school, pupils are encouraged to explore their interests both inside and outside the classroom. Happiness is the key to effective learning. By ensuring that each child is known, respected and cared for, we identify the unique needs of the individual and respond accordingly. Investing time and individual attention in all our pupils helps them to develop into confident, self-assured individuals who show respect for others and earn respect for themselves. Our school aims to offer an "all-round" education to children of different abilities and needs, ensuring all pupils have the same rights and access to everything the school has to offer.

1B: Information from pupil data and school audit

As at the academic year 2016 – 2017 St. Dominic's Priory has 36 pupils who have been identified as having special educational needs and/or disabilities. 32 of these pupils are receiving additional support for their special educational needs. One pupil has a statement of special educational needs and an EHC plan which is funded by the local authority. However, we have identified and are currently working to achieve an EHC plan for another pupil within the school. All our pupils identified on the SEN register have IEP's. The school also has one pupil for whom English is an additional language and so receives support for their English.

1C: Views of those consulted during the development of the plan

Parents and outside agencies connected to specific children identified as having needs to be addressed. Class teachers, SENCO and facilities manager.

2. The main priorities in the school's plan – Targets and Strategies

2A: Increasing the extent to which disabled pupils can participate in the school curriculum:

We have pupils with mobility issues, hearing loss as well as some with physical conditions that might prevent them accessing the whole curriculum. We need to ensure that all is done to facilitate their learning in all of the curriculum and make reasonable adjustments to ensure they can access the whole curriculum.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

We currently have one pupil who has Cerebral Palsy and so walking around the site can be difficult and sometimes dangerous. He struggles to walk up stairs and can often lose his balance and fall over. We have many other pupils with some mobility, hearing and physical issues that need to be considered as they move up through the school. A plan for three rooms to be refurbished and a new chemistry lab installed by September 2018 will take into consideration disabled access and the needs of our current pupils.



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2C: Continue to improve identification of students with Specific Learning Difficulties (SLDs) and work to improve systems of support and communication to all teaching staff:

On inspection in 2015 one of the recommendations was to ensure a SENCO for the senior school was addressed. This has since been done and new systems are to be put in place to improve the communication and support of special needs throughout the school for all pupils who need it.

3: Making it happen

3A: Management, coordination and implementation

- i. Every pupil within the school is assessed both academically but also information is sourced from previous schools, parents and outside agencies to ensure a full background of any needs or requirements is known by the school. The school then creates an IEP to ensure the needs of the pupil has been identified and key strategies are put in place to support them. This can range from a variety of things such as supporting a pupil with dyslexia to supporting our pupil with Cerebral Palsy when he needs to change for PE or providing him with a special chair so he can get up and down easier. We need to continue to work with parents and outside agencies to ensure we are delivering and making every adjustment so all pupils can fully access the curriculum.
- ii. A tour of the school was carried out with parents and the child's physio therapist and areas to be addressed were highlighted. So far we have added additional ramps and hand rails by any steps the pupil needs to access, the pupils form room was moved to the ground floor and we have ensured, where possible, as many lessons take place in this room to avoid any unnecessary travel and stairs. A review is to be now carried out to ensure future accommodation for this pupil and further preparation for any new pupils with mobility issues or wheelchair users.
- iii. All IEP's have been created for all pupils on the SEN register and these have now been reviewed with parents and staff. They are now stored on the new MIS so any staff can access these details and update as and when required. Additional TA's have been appointed to support the growing needs of our pupils. Staff development on a range of needs such as Autism has since taken place but will we be looking to further increase the support and training of staff in many other areas of special needs. Headteacher is to attend staff development in the role of SENCO and then look to devise a plan of improvement based on her findings.

3B: Getting hold of the school's plan

This plan is available on the school's website and stored centrally for all staff. It will be reviewed on an annual basis but also as and when pupils needs change or new pupils with needs are introduced into the school.

Reviewed:

RJHansa

Date: 24th February 2017

Chair of Governors:

Next review date 24th February 2018