



St Anthony's Catholic Primary School

Accessibility Plan 2024-27

Mission Statement:

At St. Anthony's Catholic Primary School, we welcome everyone into our community where.....

“We walk in the footsteps of Christ and are held in the hand of God.”

In doing so, we foster a love of learning, enquiry and truth to develop a respect for others and a tolerance of personal differences. We value democracy, the rule of law, individual liberty and we believe in honesty and trust.

As a Catholic School, we have the Gospels at the centre of our learning so that each person is nurtured as a child of God to strive for excellence in all that they do.

Background

The 2010 Equality Act replaced all existing equality legislation and ensures “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.” According to the act, a person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities. All schools are required to have an accessibility plan showing how they will:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to those with disabilities.

Equality and Inclusion:

Targets	Strategies	Who	Success criteria	Monitoring
To ensure that the Accessibility plan is an annual agenda item at FGB meetings	Clerk to Governors to add to list for FGB meetings.	Clerk	Adherence to legislation.	Governors
To improve staff awareness of SEND issues.	Review staff training needs according to new legislation or as part of induction programme for new staff. Provide training as appropriate e.g. to meet needs of an individual pupil.	SENDCO / Head teacher	Staff aware of issues and required responses.	Head Teacher
To ensure that all policies consider the implications of equality, including disability access.	Consider during review of policies.	All staff	Policies reflect current legislation requirements.	Head Teacher & Governors

Curriculum:

Targets	Strategies	Who	Success criteria	Monitoring
Maintain positive attitudes to disability	Through school ethos, PSHE & assembly programme continue to promote positive attitudes to disability. Provide resources that promote positive images of disability; for book ideas see Appendix 1. Consider access issues when purchasing new play-time equipment.	All staff	All pupils feel equally valued and show respect towards others	Head Teacher & Governors
Ensure all staff are aware of the needs of children with SEND	Use of class provision maps. Close liaison with specialist agencies such as IDS.	All staff	The needs of pupils are effectively met.	SENDCO & senior management team
Use "Reasonable Adjustments in the classroom" checklist (Appendix 2)	Teachers consider all aspects of their classroom practise (in relation to the needs of pupils.	All staff	All pupils are able to access the curriculum and make good progress.	Senior Management Team
Provide specialist equipment to support learning	Use ICT to support learning, coloured overlays, writing slopes etc	SENDCO/ ICT curriculum leader	Pupils more able to work independently	Senior Management Team
All educational visits to be accessible to all pupils	Transport , venues and activities carefully chosen to ensure equal access and appropriate risk assessments under-taken.	EV co-ordinator	All pupils able to take part in all educational visits.	Head teacher

Physical Environment:

St Anthony's Catholic Primary School is accessible by wheelchair users: there is a ramp and a button, at wheel-chair height, to open the front doors into the Reception area. There is an adult disabled toilet close to the Reception area/ hall with an alarm cord in it and a disabled toilet in both the boys' and the girls' cloakroom in KS2 (built 2010). The cubicles are clutter-free to provide a clear and safe space for users. The school building is all on one level apart from one upstairs classroom which is not accessible by wheelchair users but in the past classes have moved location to ensure this is not an issue. There are wide, level paths around the outside of the school and the entrance into KS1, at the back of the school, is accessible by wheelchair users. Inside, corridors are clutter-free to ensure ease of access. Information signs are clear and visible. All classrooms (apart from Nursery and Year 3) have been acoustically treated following IDS advice.

Targets	Strategies	Who	Success Criteria	Monitoring
Be aware of access needs of pupils, staff, governors, parents/ carers and visitors with disabilities	Create access plans/ Individual provision maps for individual pupils when necessary	SENDSCO	All staff aware of pupils' needs.	Head teacher
	Find out needs of parents & visitors through discussion	All staff	Parents and visitors able to access school.	SMT
	Consider access needs during recruitment process	SMT	Access issues do not affect recruitment or retention of staff.	Governors
	Ensure corridors are kept clear	All staff	Everyone can move around the school easily and safely.	SMT
	Ensure emergency cord in disabled toilet is checked regularly	Caretaker	If an incident occurs in the disabled toilet, help is immediately organised.	Head Teacher
Improve signage and external access	Make use of communicate-in-print Yellow strips to mark step edges, including stair-case	All staff	Site more easily and safely negotiated	SENDSCO
		Caretaker		Head teacher & Governors
		Caretaker		
Ensure all pupils with disabilities can be safely evacuated	Put in place Personal Emergency Evacuation Plans (PEEP) for pupils with disabilities.	SENCO	All pupils with disabilities are safe in the event of an emergency evacuation.	Head teacher

Information:

Targets	Strategies	Outcome	Success Criteria	Monitoring
Review information to parents/ carers to ensure it is accessible.	Use clear fonts such as Arial 14 and "simple" English, with short sentences. Add a sentence explaining that the information can be provided in large print.	All staff	All parents/ carers receive information they can access.	SMT, Governors
Improve the delivery of written information to pupils with SEND	Use large, clear fonts (see appendix 3); use "communicate in print" and visual images. Ensure new staff are trained in the use of "Communicate in Print"	All staff SENDCO	Pupils can more easily read and understand written information.	SMT
Ensure all staff are aware of dyslexia guidance	Ensure guidance is in every classroom SEND file	SENDCO	Staff provide appropriate support.	SENDCO



<https://www.booktrust.org.uk/booklists/b/bookmark-disability-childrens-books-of-the-year/>

Using children's books to explore disability (0-11 years+):

Children aged 0-7 years

If we are to challenge discrimination and promote acceptance, children need to see disability as part of the natural landscape from an early age.

It is important that children are exposed to as many books as possible which include disability in the images in a natural, and positive way.

An increasing number of early years books are starting to do this, but particularly worth note are books by the publisher Child's Play.

For example, for very young children, their Nursery Time series includes children with a hearing aid and cochlear implants (**See-Saw**), a wheelchair-user and support seats (**Pat-a-Cake**) and leg splint, support seats and a parent with a hearing aid (**Peek-a-Boo**). Their Just Like Us books include an eye patch (**Having Fun**), a birthmark (**Making Friends**), Down's Syndrome (**Taking it Easy**) and a protective helmet (**Together**). Even their fairy tales offer a new take on traditional stories, with the prince in Rapunzel losing his glasses, rather than going blind.

As we move on to picture books, the positive images continue with **The Ding Dong Bag** by Polly Peters and Jess Stockham (in which a child has a wrist splint) or **It's Raining, It's Pouring, We're Exploring** – also by Polly Peters and Jess Stockham (which includes an asthma inhaler, helmet and parent using a mobility aid).

In both **Toddle Waddle** and **Tabby McTat** by Julia Donaldson (and illustrated by Nick Sharratt and Axel Scheffler respectively), we see a wheelchair user appear in the landscape. Likewise **What's In Store?** (Pippa Goodhart/Joelle Driedemy) features a wheelchair user who reappears in scenes throughout the book.

As well as featuring incidental images of disability, books for this age range can of course be very useful to support discussions around how we treat others and how we feel when we are not treated well ourselves.

Feeling different is a common theme in children's books. A particularly frequent story is that of a character who feels uncomfortable or lonely before an event causes them (and often those around them) to recognise that they have particular skills or that it is 'okay' to be different. In **Elmer** by David McKee, the famous patchwork elephant doesn't like standing out from the crowd and considers that the other elephants fail to take him seriously - until he tries blending in with the crowd and realizes the rest of the troop actually rely on his humour, energy and colour to bring them all happiness.

There are many picture books which touch on issues of bullying or teasing. **Giraffes Can't Dance** by Giles Andreae and Guy Parker-Rees sees Gerald the Giraffe taunted by the other animals because his long legs and wobbly knees make him a bit of a clumsy dancer.

However, wise words from a friend help him to realise that every one can find their own way of dancing if they can just find the right music. Within no time, Gerald is feeling much more confident - and impressing the rest of the animals with his moves.

Some books can help remind us that we are actually not as different as we think we are. For example, in **But Martin!** (by June Counsel and Neal Layton) four children arrive at school on the first day of term, apparently with very little in common. Then a newcomer joins them and he really is different (namely because he happens to be an alien) and they decide that different is cool.

Similarly, Chris Riddell's wonderful **Something Else** helps us all question our definition of 'difference' and our treatment of others. It features an odd-looking creature ('something else') who is desperate to belong but just doesn't seem to fit in with anyone else. Then he meets another strange creature and at first treats the newcomer with the same unfriendly and guarded behaviour that he has been subjected to himself. However the two go on to find strength and friendship in being different. A humorous twist in the tale sees them meeting someone really strange and different - a human child.

Other books like **Dandy Lion** by Lizzie Finlay and **Pink** by Lynne Rickards and Margaret Chamberlain are also great for discussing difference of any kind. Likewise **The Great Big Book of Families** is ideal for talking about diversity in the widest sense. It introduces families of all shapes and sizes, living in a wide range of settings and enjoying very different lifestyles. In **The Cloud** by Hannah Cumming, the reader watches a small lonely girl in art class, a mysterious black cloud of scribble over her head. When another child tries to befriend her, the girl doesn't respond. The second girl tries again – suggesting that they should draw a picture together, but the first girl just draws black scribbles. When the rest of the class get involved, they all draw a picture together, and the little girl's black cloud finally disappears.

It's important that children also see books with fully-rounded characters who just happen to be disabled, without that disability being the chief focus of the plot. **Me, the Queen and Christopher** is a very original and funny offering from Giles Andreae and Tony Ross. It's the wildly funny and beautifully implausible tale of a young girl's encounter with the Queen of England. The queen takes a particular interest in the little girl's brother – not because he happens to use a wheelchair, but rather because he has the sort of face that suggests he must like cupcakes. Full of references to flatulence and knickers, it has all the essential ingredients to appeal to children aged 5-8 years.

Sometimes it may be that it is appropriate to discuss disability in a more direct way, and if so, there are of course many books which can support such discussions. Picture book classics like **Susan Laughs** by Jeanne Willis is a great starting point, as it shows that a wheelchair user can take part in all the same activities as any one else. It's also important that books show disabled parents and in **Mama Zooms** by Jane Cowen-Fletcher a little girl enjoys speeding along on her mother's wheelchair and **Boots for a Bridesmaid** by Verna Wilkins also includes a very positive depiction of a disabled parent. There is also surely a place for books like **Don't Call Me Special** by Pat Thomas, which provides a useful (non fiction) introduction to the subject of disability.

Children aged 7-11

There are fewer inclusive books for this age group and it is a category which surely needs to grow. However, there are still many gems to seek out.

The beautiful and whimsical picture book **Moonbird** by Joyce Dunbar and Jane Ray could also appeal to younger children, but its messages are particularly interesting to discuss with children of this older age. A 'moonchild' blows a bubble that pops on a baby prince's head, surrounding him with silence, to the misery of his parents. However a moonbird soon teaches the child to speak with his hands.

Sophie Smiley has created a series of books (including **Team Trouble** and **Snow Goalie**) featuring two brothers, one of whom has Down's Syndrome. Illustrated by Michael Foreman, the series is a simple but very entertaining collection of stories about a wonderfully football-mad family.

The Gift by James Riordan looks at the relationship between twin sisters, one of whom has cerebral palsy.

Tillie McGillie's Fantastical Chair by Vivian French is a fun story about a magical granny who can make weird and wonderful things happen with a wave of her spotted hankie. Tillie lives at the top of a block of flats and uses a wheelchair, so Gran transforms the wheelchair into a flying machine and even turns the block of flats upside down so her flat is on the ground floor and she can get out more easily.

Magical chairs appear again in **Sam and Ruby's Olympic Adventure** by Tony Bradman. This is a Barrington Stoke title, so it's extremely accessible and designed also with the needs of dyslexic readers in mind but with an interest level of 8-12 years.

As with the other age groups, it is important also to see disabled characters included without reference. Vivian French's **Tiara Club** includes one princess (Princess Lindsay) who uses a wheelchair, but this only becomes apparent gradually, and through the pictures.

For children of eight and older, **Rescued by a Dog Called Flow** by Pippa Goodhart features a young boy struggling with Dyslexia, **Big Ben** by Rachel Andersen and Jane Ray features Down's Syndrome and **See Ya, Simon** by David Hill is a very poignant story about a boy with muscular dystrophy.

Mia's Magic Uncle by Lindsay MacLeod and Stephen Lamb focuses on the relationship between a young girl and her uncle, who describes himself as having 'spaghetti legs'. Uncle Robbie uses a wheelchair and he sometimes feels sad about being disabled, is often tired and unwell and wishes he could 'magic' his legs into action. The subject of disability is sensitively handled and it is unsurprising to learn that the author based much of the book on first-hand experience.

Particularly convincing are the descriptions of children asking their embarrassed parents 'what is wrong' with Robbie's legs.

Oshie is a gem of a book from Jon Blake. Oshie is the new boy at school and something of an enigma. The rest of the class don't quite know what to make of him. Oshie is a rebel, but he is a rebel with a heart. In a series of escapades, he proves that has dramatic and unconventional ways of dealing with bullies and sorting out the rather inauspicious record of the school football team. The fact that he has cerebral palsy is sometimes relevant to the plot (and the way his new classmates treat him initially) but ultimately it is the humorous football-themed stories and Oshie's engaging and hugely likeable character which make the book so very memorable.

Finally, as with the younger age group, there are also a few books which may help young people understand disability and specific impairments. **Something Different About Dad** by K Evans and J Swogger is a useful book which explores some of the issues a family may have where a parent has Asperger Syndrome.

11 years plus

As children get older, there are a range of books which can help them to deepen their awareness and understanding of disability issues, and challenge their preconceptions.

Books like **Waterbound** by Jane Stemp provide really thought-provoking material for talking about disability rights and discrimination. A dystopian society sees a city hide its imperfect children underground.

Popular titles like **Diary of a Wimpy Kid** (by Jeff Kinney), the **Joey Pigza** series (by Jack Gantos) and the **Percy Jackson** books (by Rick Riordan) depict engaging characters who are struggling academically or socially, either due to a specific condition such as dyslexia or ADHD or an unspecified condition.

White Dolphin by Gill Lewis features another protagonist who is struggling at school. It's a difficult time for Kara, and amongst the many challenges in her life, she has dyslexia and experiences bullying at school. Fate brings her together with Felix, a grumpy and unfriendly new arrival. Felix has cerebral palsy, but we quickly realise that his apparently bitter and resentful manner is connected with his parents' recent move to the sleepy little corner of Cornwall, not the fact that he is disabled. When they find a marooned dolphin, the two end up working together to try to save the reef from commercial dredgers and find out the truth behind the disappearance of Kara's marine biologist mother.

In Lois Keith's **A Different Life**, a teenage girl finds herself paralyzed following an illness. The book follows her long and difficult recovery process and her attempt to return to normal life and school. It is persuading her school (and society) to embrace her return that proves the greatest challenge. A great reminder that it is generally society which needs to change, not the individual.

Recent years have seen an increase in the number of books featuring characters who are on the autistic spectrum and in particular who have Asperger's Syndrome. It could be interesting to compare and contrast them and consider how effectively each title has dealt with the challenge of depicting common traits of the condition without simply stereotyping. Books that could be

explored include ***The Curious Incident of the Dog in the Night-time*** (by Mark Haddon), ***The London Eye Mystery*** (by Siobhan Dowd) and ***Mockingbird*** (by Katherine Erskine). The third of the three depicts a girl with Asperger's Syndrome, where most such characters are male. As discussed in the case of the younger age categories, it is also important that books include disabled characters naturally and casually, without disability being a major part of the plot. Louis Sachar's ***Small Steps*** represents a good example of a novel in which a disabled character appears in the cast. The lead character has a friend called Ginny who has cerebral palsy, and while there is reference to the nature of the disability, what is most memorable about Ginny is her personality and humour.

Where disability in books historically tended to mean wheelchairs, the range of impairments being included is thankfully becoming increasingly diverse. ***Zelah Green Queen of Clean*** (by Vanessa Curtis) features a heroine with Obsessive Compulsive Disorder, ***Running on the Cracks*** (by Julia Donaldson) includes a superb and sensitive depiction of adults with mental health issues and ***Wonder*** (by R J Palacio) is an effective and often moving story of a boy with a severe facial disfigurement.

You can find full reviews of these and many other titles featuring disabled characters at www.booktrust.org.uk

For more information and to download further What's the Story? resources visit www.bookmark.org.uk

Appendix 2

Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers might find useful when thinking of adjustments they might want to make.

<p>1. Pre-planning information.</p> <ul style="list-style-type: none">• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?• Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?• If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.•	
<p>2. What preparation have you made with the class/ group for:</p> <ul style="list-style-type: none">• one to one peer support• collaborative teaming• group work• valuing difference of race, gender, ethnicity, disability or religion• How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?	
<p>3. Lesson planning: how will you support the needs of all learners?</p> <p>Consider:</p> <ul style="list-style-type: none">- timing,- variation of activities,- types of activities [concrete/abstract],- reinforcement of key ideas,- extension work- recall of previous work,- links to future work,- clear instructions. <ul style="list-style-type: none">• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?• Are you able to access specially adapted equipment for some students to enable them to participate fully?• If not, can an alternative way be found?• Will the diversified and differentiated work allow all pupils to experience success at their optimum level?	

<p>4. What different teaching styles are you going to use?</p> <ul style="list-style-type: none"> • Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? • Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing? • Kinaesthetic e.g. use movement, role play, artefacts, use the environment 	
<p>5. Prepared materials</p> <ul style="list-style-type: none"> • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all? • Appropriate use of augmented communication and ICT 	
<p>6. Self presentation</p> <ul style="list-style-type: none"> • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you? • Where will you position yourself in the classroom and when? 	
<p>7. Use of support staff</p> <ul style="list-style-type: none"> • Have you met with or at least communicated with support staff before the lesson? • How are you going to use other adult support in the lesson? • Does their use allow all children to be equally included in the class activities? • If you are using support staff for withdrawal, how do you know the pupils are gaining from this? • If you are using withdrawal, how are the groups organised? 	
<p>8. Classroom organisation</p> <ul style="list-style-type: none"> • Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> - mobility impairments e.g. circulation space, table height - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare - visually impaired e.g. maximise residual sight, if touch can reach - pupils with challenging behaviour e.g. in adult gaze; at front for eye contact - pupils with short attention span/easily distracted, eg: sit on own - learning difficulties who need a lot of support, eg: next to peer supporter - short attention span, eg: distraction free zone • What seating plans are you using and why? • Will seating plans make use of peer support and how? 	

<p>9. How will you organise and group pupils in lessons?</p> <ul style="list-style-type: none"> • Friendship groupings? • Mixed sex/same sex groupings? • Mixed ability/same ability groupings? • Specific pairs of pupils working together, eg: stronger reader/weaker reader? 	
<p>10. How will you deal with unexpected incidents?</p> <p>Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?</p>	
<p>11. How will you ensure that all students feel equally valued through their experiences of:</p> <ul style="list-style-type: none"> • the allocation of teacher and support staff time; • being listened to/ paid attention to; • being respected; • achieving; • interacting with their peers. 	
<p>12. How will you assess the outcomes?</p> <ul style="list-style-type: none"> • Do you have a scheme for assessing the achievements of all? • Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self evaluation? • How will you involve pupils in assessing their progress? 	

Appendix 3

Accessible Information

Type Size

The size of type is fundamental to legibility. Try to use between 12 and 14 point on printed material and 24 point on PowerPoints. The larger the type the more people you will reach.

Contrast

The better the contrast between the background and the text, the more legible the text will be. Black text on white paper generally provides the best contrast for people with visual impairments, although pastel coloured paper or coloured overlays are often recommended for people with dyslexia. On screen (e.g. webpages, PowerPoints etc) **white text on a dark background** is best. Different people will have their own preferences so it is important when producing something for a specific individual to ask what they find best. When writing on a whiteboard or flipchart it is best to avoid green and red pens as these are the hardest to read if someone is colour blind or has a visual impairment.

Typeface

Avoid highly stylised typefaces, such as those with ornamental or decorative features.

Type style

Avoid blocks of CAPITAL LETTERS or *italics*. Both are problematic not only for those with sight difficulties but also those with emerging literacy skills.

Spacing

For someone with a visual impairment you may need to switch to double spacing. In addition, always start and finish a sentence on the same page and do not break up words with a hyphen at the end of a line.

Alignment

Always align text to the left margin; this makes it easier for people to find the start of a line. People using magnification devices may only be able to see two letters at a time, so the more consistent the layout the better. Justified and centred text with uneven word spacing, as well as writing in newspaper style columns can be difficult for a number of readers. It's still ok to centre headings to help mark out the text.

Forms

Allow extra space for forms. This benefits a number of different people, e.g. partially sighted people tend to have larger handwriting.

Printing

Avoid glossy paper or glossy laminates as glare makes it difficult to read.

Avoid leaflets such as the A4 style folded into three, as it can be difficult for a number of people to track what order to read things in.

Always number pages.

Consider using A3 where possible.

Language

Use clear and simple language, avoiding jargon and acronyms.

Key Information

Use bullet points or text boxes to make key points clear. Put key facts at the beginning, e.g. what, where, when, why. Use numbers and not the word for a number, e.g. “3” not “three”.

Alternative formats

Important information may need to be transferred to an audio tape or DVD, but keep tapes short. Alternatively provide a “screen reader” software option for electronic versions.

If emailing, remember formatting may be lost, making reading more difficult. It may be preferable to send a brief email with an attachment containing the bulk of the information.

Use of visual images

Where possible use images, photos or drawings to support text.



material that is just for information



a reply is needed