



Paternoster School Accessibility Plan

Monitoring and Evaluation
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1.0 Paternoster Review:

Accessibility Plan

Introduction

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

The nature of Paternoster School means that most pupils have been or are likely to be deemed disabled under this definition. The school aims to include all pupils in the full life of the school through the implementation of all its policies.

The governing body acknowledges its duties under the Disability Discrimination Act (1995) as amended by SENDA (2001) “not to discriminate against disabled pupils in their admissions and exclusions, education and associated services”.

This plan seeks to address the statutory requirements of the Equality Act 2010 which replaces the DDA (1995).

Schools and local authorities must:

- Not treat disabled pupils less favourably; and
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

Local authorities and governors have the duty to publish Accessibility Strategies and Plans.

This plan covers the three main strands of the planning duty:

1. Improving the physical environment
2. Participation in the school curriculum
3. Information to pupils with disabilities

Improving the physical environment of the school

At Paternoster school the buildings and site have been made safer and more secure since 2005.

All buildings are accessible by ramp. However, there are still steps to doors in Class 2, Class 6’s small room and the fire exit from the food room (attempts to install a ramp to Class 2 failed due to lack of space because of the existing ramp to Class 1).

There are automatic doors from the atrium and long corridor but other doors need to be opened by staff for pupils who use wheelchairs.

Overhead hoists are in all classrooms in the new build (2018) in the hydrotherapy pool and include mobile hoists are provided to promote safe moving and handling of pupils with physical disabilities and staff are trained in their use.

Toilet and changing facilities have been improved since 2009 so that all classes have access to changing beds and toilets with sufficient space for changing pupils who need hoisting.

The food technology room has adjustable height tables, sink and cooker.

A 'Safe Space' tent was installed in the new build, for the benefit of a small number of pupils with behaviours which require them to calm down/take time out of class.

A soft surface has been installed in the sensory garden and paths partially improved to enable pupils who use wheelchairs to access the garden more easily.

Supported seating, standing frames and walkers are provided in accordance with advice from physiotherapists and occupational therapists. School seeks funding from the local authority for these and pays the first £300 towards the cost.

Pupils with physical disabilities requiring school chairs have been given new chairs with larger wheels to improve safety in moving around the school site.

Corridors and classrooms are organised to provide access to pupils with physical disabilities and pupils with visual impairments.

iPads, switches, communication aids and touchscreens are provided for pupils to access ICT equipment and to promote communication, as advised by the speech and language therapist, Communication and ICT co-ordinators.

An adjustable height plasma screen and interactive boards are installed in every classroom and in the small hall.

Eye gaze technology was purchased in 2016.

Adapted cutlery and sloping boards are provided for individual pupils as recommended by occupational therapists or the advisory teacher for visual impairment.

Pupils with physical disabilities have high staffing levels to promote their safety.

Staff are trained in evacuation procedures in the event of fire.

Most staff have been trained in Total Communication to at least level one.

Staff are trained in medical matters, including administration of medication; feeding pupils with gastrostomies; Epilepsy and administration of rescue medication and use of oxygen.

All class based and caretaking staff are trained in manual handling and protocols for individual pupils are drawn up in conjunction with physiotherapists and occupational therapists. There is a canopy and soft surface in the Early Years play area

here is a dividing net in the sports hall

A new build to the school in 2018 offers fully accessible classrooms with wide corridors, changing rooms and hoists in every classroom.

Re-development of the sensory room as part of the new build project as an up to date and interactive specialist facility that is suitable for the needs of a wider range of pupils, promoting development of their communication, cognition, movement, visual and auditory skills

Installation of a new playground playground to make it more accessible to all pupils, including a roundabout suitable for wheelchairs and wheelchair accessible swing and climbing/fitness trail equipment (2020)

Actions

- Continue to push for plans to replace the Elliot classrooms (2021/22)

Participation in the school curriculum

At Paternoster, we aim to provide a broad and balanced, relevant and enriching curriculum for all pupils.

We have developed protocols on provision for pupils with Profound and Multiple Learning Difficulties (PMLD) and with Autistic Spectrum (AS) and as, including use of the TEACCH approach and (including use of schedules).

Pupils with PMLD or with an autistic spectrum disorder have individual timetables which best meet their needs. This may include additional swimming sessions, additional riding sessions, music therapy, sensory sessions and physiotherapy.

All staff have undertaken training in 'Sensology' with Flo Longhorn in June 2010.
The school makes use of advice from advisory teachers for visually and hearing impaired pupils.
The school has increased staffing levels (TAs) to better support the needs of individuals and groups.
It also increases staffing levels during the course of the academic year where needs are identified.
The school provides music therapy on a rolling programme for pupils with PMLD and AS who benefit.

Recent school developments arising from our previous Accessibility Plan include:

- Improving signing across the school and introducing signs of the week
- Providing staff training in power maths
- Developing a whole school annual plan for access to Yoga, Forest School, Music Therapy and Horse riding to ensure equal opportunities for pupils across the school
- Developing use of Eye Gaze technology for all pupils who would benefit in order to give them a voice.

Actions

Improving the delivery of information to pupils with disabilities

Information, timetables and worksheets are presented to pupils in the form of Widge symbols in order to help them with understanding written material. Signs around school are in Widge format.

Pupils with Profound and Multiple learning difficulties are encouraged to use objects of reference in order to make sense of the world around them.

Communication aids are used with pupils who require them

Signs and PECS are used for pupils who require them

Staff are trained to use spoken language at a level which is appropriate to the comprehension level of the pupil.

The school's parent support worker promotes communication between home and school.

We use a pupil questionnaire with widge symbols to contribute to the annual review process, which has widge symbols.

The annual pupil questionnaire has widge symbols to aid comprehension.

Actions

Monitoring

Implementation of this plan will be monitored by the LAB where items are included in the school development plan. LAB members will also monitor the plan when making governor visits.

Review

The LAB will review the plan every three years and ensure its actions are incorporated into the school development plan.

The LAB will monitor progress on the plan by evaluating progress of all pupils, attendance and exclusions.

The plan will be amended through consultation with staff and LAB members.