



St. Ambrose Barlow Catholic Primary School

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St. Ambrose Barlow Catholic Primary School, 841 Shirley Road, Hall Green, Birmingham, B28 9JJ

Mission Statement

**With St. Ambrose Barlow as our guide
and Jesus at our side, we are all learning to
live, love and work together.**

St Ambrose Barlow's Catholic Primary School Accessibility Plan 2022-2025

Introduction

This plan sets out how St Ambrose Barlow Catholic Primary School will work to promote disability equality. A person is disabled 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. This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan. The Disability Discrimination Act 2005 places a legal duty on all public authorities to promote disability equality.

This legal duty says we need to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate unlawful discrimination;
- Eliminate harassment of disabled people that is related to their disabilities; Promote positive attitudes towards disabled people in public life;
- Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

St Ambrose Barlow Catholic Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to ensuring that all disabled pupils, staff, parents and members of the wider school community feel safe, happy and well supported at St Ambrose Barlow Catholic Primary School. At all times, we follow The Equality Act (2010) and will support all children with physical and mental impairment to our best endeavours.

We will ensure that no member of our school community with a disability is treated less favourably than other pupils and we will regularly review our provision and adaptations to ensure that a child's disability is being supported fully and effectively.

Every three years, the School's Accessibility Plan will be reviewed and updated.

The plan:

- promotes disabled children's access to the School's Curriculum.
- assesses the school's physical environment so that disabled pupils, staff, parents and other members of the school community can make the most of educational opportunities, facilities and services offered.
- improves the delivery of information for disabled pupils, parents, staff and other members of the school community.

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve the access, participation and progress of children with communication and interaction needs.	C E I	Continue to screen all children in Reception class on entry using <i>Wellcomm</i>	Rec staff	<i>Wellcomm</i> screening test	<ul style="list-style-type: none"> • <i>Wellcomm</i> screening Sept/Oct and re-screen in June/July. • Children making progress against their individual speech and language targets. • QFT books looks/observations 	October 2022 - 2025
		Introducing <i>Wellcomm</i> into the rest of KS1	KS1 staff	Staff training <i>Wellcomm</i> screening test		
		Series of webinars to use in staff meetings for webinars	SENDCo	Webinars and PPT slides		
		Use of NHS speech and language therapists to work with children	SENDCo	NHS speech and language therapists		

		identified as having speech and language needs				
		Ongoing QFT in classrooms to allow all children to access curriculum	SENDCo SLT Class teachers	See school improvement plan		
		Extra provision for children on the SEN register	SENDCo Liaising with class teachers and TAs	Termly review meetings with SENDCo and class teacher Termly one-page profiles and targets set from continuums		
To improve the access, participation and progress of children with cognition and learning needs.	C E I	Continue to develop high quality teaching strategies in classrooms for all aspects of the curriculum	All staff SENDCo	Training for staff	<ul style="list-style-type: none"> Using pupil voice, one-page profiles Staff using QFT and scaffolding as standard Observations Training for staff Monitoring Progress of pupils from their starting points 	October 2022 - 2025
		To continue to develop tracking systems of pupils with SEN and embed toolkit progress tracker	All staff SENDCo	Continuums Toolkit progress tracker		
		High quality targeted interventions to be delivered and good progress made	Teaching assistants SENDCo	Intervention resources		
		Ensuring that the knowledge-based curriculum is a	SENDCo SLT All Staff			

		curriculum for all children.				
		Access to ICT to support learning, staff to be trained	SENDCo	Clicker		
To improve the access, participation and progress of children identified with social, emotional and mental health needs	C E I	Staff to be equipped at recognising and supporting early mental health, social and emotional difficulties of their pupils	All Staff SENDCo		<ul style="list-style-type: none"> • All staff to be able to offer universal and targeted support to children with SEMH needs. • Staff to feel confident carrying out Three Houses tool • Mental Health First Aider course • Mentoring 	October 2022 - 2025
		Children with specific SEMH needs to be supported appropriately with specialist support	SENDCo EP			
To improve access, participation and progress of children with physical and/or sensory needs	C E I	Children with these needs supported in all aspects of the curriculum and extracurricular activities.	SENDCo All staff		<ul style="list-style-type: none"> • Relevant risk assessments in place • PEEPs updated annually • Support from outside agencies (PDSS, VI team etc) 	October 2022 - 2025
		Ramps to help support wheelchair access.	Site Manager	Ramps		

		Staff who need to use lift to be trained in how to use it correctly.	Site Manager SENDCo	Lift		
		Access to an Evac-Chair and staff trained to operate this safely.	Site Manager SENDCo	Evac-chair		
		Disabled toilet facilities to be improved.	Site Manager SENDCo	Staff from PD		
		Relevant staff to be trained in use of radio aids	SENDCo	Staff from HI team		
		Access to ICT to support learning, staff to be trained	SENDCo	Clicker		
All SEN areas of need:	C E I	To continue to develop the pupil voice of SEN	SENDCo All staff		<ul style="list-style-type: none"> SEND pupil voice questionnaires and pupil conferencing One-page profiles Children commenting on their own progress against targets 	March 2022 - 2025
		To develop the parent voice of children with SEN	SENDco	SEN coffee mornings	<ul style="list-style-type: none"> Parental questionnaires 	

		To develop the independence skills of children with SEND	SENDCo All staff		<ul style="list-style-type: none"> • Regular opportunities built into the curriculum for this to happen • Advice from external agencies • Implementation of QFT across school 	
		To take and act on additional advice from outside agencies such as Education Psychology, Pupil School and Support, Communication and Autism Team, Physical Difficulties Support Service and Hearing Impairment Team.	SENDCo All staff	External agencies		