

Accessibility Plan

Accessibility relates to three aspects of school life: being able to move in and around the grounds and buildings of St. John Vianney School & Children's Centre (physical access); being able to learn from the curriculum we offer (curricular access); and, being able to read and interpret the written information we publish.

At St. John Vianney School & Children's Centre, we recognise God's presence in the children, the staff that help them learn, their families and the communities in which they live. Thus, in the light of Christ we say: **"Come as you are and grow with us."** So, our accessibility plan is determined by the needs of the children, families and staff that use our setting. As such it is always evolving, but our one aim is to be open to all.

In our experience, responding to the needs of one child cannot be assumed to solve the needs of all children, even those with the same diagnosis. The approach we adopt is to welcome each child and their parents to our setting at an 'offer meeting' at which individual needs can be discussed and we can begin to address these on a case-by case basis.

PHYSICAL ACCESS

The entire building is on a single level, with level approach access to the two main parental access points. Access to the outdoor areas in early years and playgrounds as children grow also have level approach. This does not mean that all children find it easy to move around the building. Indeed, in the early years some of the youngest children are learning to move and walk, but we also cater for children with mobility difficulties, some of whom use walk-aids, frames and chairs, so doorways are wide with unrestricted opening (although finger-guards can compromise this). For those with visual impairment we have high contrast floor/wall junctions.

| Target | Strategy | Intention | Responsibility | Time Frame | Achievement |
|-------------------------------------|--|--|-----------------------|-------------------|--|
| Accessible site | Repair, where required, uneven pathways around setting | To repair the paved areas in the garden and access routes to field | Site operative | By Summer 2018 | Access to setting from street is in a state of good repair (Autumn 2016) |
| Accessible buildings | To achieve 'Tidy Setting' status | To maintain clear and orderly spaces beyond the main access routes, to achieve 'Tidy Setting' status | Staff & children | On-going | Eco-clean awards for 'tidy classroom' (September 2016) |
| Classroom as a learning environment | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons, collective worships. . .start promptly without the need to make adjustments to accommodate the needs of individual pupils | Teachers & site staff | Summer 2018 | Agreed floor plan for each teaching space (Spring 2017) |

CURRICULAR ACCESS

Our starting point is that the curriculum we offer should support all children regardless of their individual needs to achieve above the national expectation by the time they leave us at eleven. To this end we have shaped a curriculum that gives emphasis to gaining fluency in

basic skills, that encourages learners to know what they know by practicing and applying their knowledge and skills in a broad and balanced range of contexts and, that gives opportunities to explore personal attitudes and attributes that focus on learning to learn. We identify any difficulties that are a barrier to a child's learning as early as possible. This triggers closer diagnosis and targeted intervention.

| Target | Strategy | Intention | Responsibility | Time Frame | Achievement |
|---|--|---|--|--|---|
| Curricular review | Review curricular provision year-by-year | All aspects of our school curriculum can be modified to meet the needs of all | Senior leaders, curriculum coordinators and teachers | Over 3 year review cycle (by July, 2019) | Modular curriculum deigned, adopted and adapted (Autumn 2016) |
| Provision analysis | Case by case provision mapping | A child with diagnosed needs accesses an equitable learning experience to peers | SENco | One case per term (on-going) | Inclusion of children with profound needs |
| Identification & diagnosis | Improved early identification of evidence based intervention | By the time of specialist diagnosis, a menu of intervention (both effective and ineffective) is evidenced | SENco & LCPs | On-going | Enhanced Speech & Language provision |
| Intervention | Menu of effective interventions delivered by trained staff that recover identified deficit | First response intervention | SENco, teachers & LCPs | On-going | Identified access to specialist provision |
| Professional development for teachers re differentiating the curriculum | Audit teacher training requirements | All teachers able to fully meet the learning needs of all children in their care | Senior leaders & teachers | Performance review cycle & pupil progress meetings | SEN focus in pupil progress meetings |
| Professional development for LCPs re differentiating the curriculum | Audit LCP training requirements | All LCPs able to fully meet the learning and care needs of the children they support | SENco & LCPs | Supervision of caseload | Developing specialisms |

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| Proven interventions that address identified learning needs | Conduct efficacy audit of current interventions; investigate/identify potential interventions | Interventions menu that addresses diagnosed learning needs for individuals | Specialist & in-house staff coordinated by SENco | Responsive to case | Pre- and post-test data for range of interventions |
| All enhanced provision (e.g. educational visits) is planned to ensure, where reasonable, the participation of all children | Review current OOSH LA and educational visit provision, plan additional provision | All enhanced provision conducted inclusively including that of any external providers | All staff | Part of curricular review | Participation at the discretion of parents |
| Life preparation learning | Identifying the 'life-needs' of identified children | Relaxing and matching provision to meet the needs of all. | Additional Needs Coordinator | Responsive to case | Enhanced transition |

ACCESS TO WRITTEN INFORMATION

As a setting that caters for children from birth, more than half of the children learning with us are not yet fluent readers, so we appreciate the need to use other forms of communication to compensate. We aim to keep written information to a minimum. However, the requirements of administration, engagement and information sharing (our commitment to be open to all) mean that this is always a difficult balance. Communication with parents has always been wordy, but we have tried to keep this to a minimum: making use of a texting service which delivers short messages in a timely way; limiting Newsletters to one each half-term and only one page; using 'real-time' reporting (Tapestry) which includes pictures and captions to assist with interpretation . . . However, our main approach is to try to identify those people struggling to make sense of the information they need and then through contact with practitioners, including key-workers, leaders and managers but most especially our Parent Support Coordinator, we cater for their needs individually.

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|------------------------|--|--|-------------------------|-------------------|---------------------------|
| Written publications | The school will make itself aware of the services available for converting written information into alternative formats. | The school will be able to provide written information in different formats when requested for individual purposes | School Business Manager | Summer 2018 | Enlarged text as required |
| Electronic information | To continue the roll- | Real time reporting | EY Leader | Summer 2019 | Texting |

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| | out of 'Tapestry' across setting (picture, video and enlargeable text) | and sharing | | | |
| Signage | Kept to minimum (pictorial where possible) mostly relating to safety eg exit signs and lights. | Visitors to the site are treated as 'guests' not 'strangers', being welcomed and guided. | All staff, children & visitors | Summer 2018 | Welcome card |