

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 2020	Work to garden completed (Summer 2021). Access to setting from street is in a state of good repair (Autumn 2021)
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	Whole setting 'Spring Clean' (2021)
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 workshops. . .start promptly without the need to make adjustments to accommodate the needs of individual pupils	Teachers & site staff	Summer 2020	Due to risk assessment during pandemic, classrooms well ordered and spaced but not curricular driven. To be reconsidered post-pandemic.

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, 2023)	Delayed by 18 months (Covid)
Provision analysis	Case by case provision mapping	A child with diagnosed needs accesses an equitable learning experience to peers	SENco	One case per term (ongoing)	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 ECT training requirements	ECT able to fully meet the learning needs of all children in their care	Senior leaders, mentor and teacher	Performance review cycle & pupil progress meetings	SEN focus in pupil progress meetings
Professional development for LCPs re intervention	Audit LCP training requirements	All LCPs skilled at delivering a specific intervention	SENco & LCPs	Supervision of caseload	Audit complete
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 (ongoing)	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 OOSHLA 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 'lifeneeds' 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.

Target	Strategy	Intention	Responsibility	Time Frame	Achievement
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 2023	Able to enlarge texts when requested
Electronic information	To continue the roll-out of 'Tapestry' across setting (picture, video and enlargeable text)	Real time reporting and sharing	EY Leader	Summer 2023	Time frame accelerated by pandemic. All parents have access and use Tapestry. Parent consultations are preferred on Teams
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 & visitor	Summer 2021	Welcome card and fire signs