



## St Bonaventure's Catholic Primary School, Bristol

### Aims:

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupil to take better advantage of education, benefits, facilities and service provided.
- To improve the availability of accessible information to disabled pupils.

### Current situation:

- The current school building was built in phases. The oldest part of the school is 12 years old and there is level access directly into the school through several entrances.
- There is a lift to all floors.
- There are four disabled toilets, one with a shower.
- There is a disabled parking bay within the staff carpark
- All teaching rooms have Interactive Whiteboards, IWB.

### Supporting policies:

- SEN
- Equalities objectives

- Behaviour & Relationships
- Intimate Care

**Monitoring arrangements:**

This document will be reviewed every three years. Mid-year reviews will take place by the SEN team, and progress will be recorded.

Target	Current good practice	What?	Who?	When?	Success criteria	Progress update (RAG)
<b>To improve access to the curriculum</b>						
Improve provision for our most vulnerable pupils	Termly LSA meetings with SENCO.	To ensure all new staff receive an SEN induction.	SEN team	Term 6 2022 - term 1 2022 SEN team write SEN induction document.	All newly appointed staff will receive an SEN induction with a member of the SEN team. All LSAs will be fully informed on the needs of their child/ren.	
	SEN team in place with representative form each key stage & SLT.	Ensure that a robust handover/transition between LSAs takes place.	All LSAs	Term 6 each academic year and when a new LSA is appointed.		
	SEN team hold extended meetings at least termly. Experienced long standing LSAs, mentor and	LSA CPD plan identifying training. Set up nurture groups for identified pupils.	SEN team Identified LSA & DHT	Annual document Term 6 2022	LSAs receive relevant training in	

	<p>support new LSAs.</p> <p>Mental health leader, trained and available to pupils.</p> <p>Play therapy provided to most vulnerable.</p>				<p>order to meet needs of the pupils in their care.</p>	
<p>Ensure pupils with a disability have the opportunity to participate fully in the wider school curriculum.</p>	<p>Curriculum adapted to enable access for all pupils e.g. use of a chrome book to enable writing or modified PE.</p> <p>All children are encouraged to attend after school extra-curricular activities/clubs and additional adults are employed to support.</p>	<p>For non-curricular events e.g. H&amp;F week, Easter festival, class teacher to consult with parents/pupil and agree an individual plan for each child.</p> <p>Individual children have a risk assessment for offsite activities e.g. swimming, educational visits.</p>	<p>Class teachers</p> <p>Class teachers &amp; LSAs</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All pupils with a disability have access to the wider curriculum.</p> <p>Risk assessments in place for all offsite/activities which enrich the curriculum.</p>	

<p>Develop use of Makaton throughout the school.</p>	<p>Use Makaton in the morning prayer every day.</p> <p>Use Makaton at the start of start of each assembly to welcome pupils.</p> <p>Trained LSAs who are competent using Makaton.</p>	<p>Provide Makaton training for all teachers &amp; LSAs.</p> <p>Display Makaton in shared areas e.g. toilet, handwashing, dinner hall.</p>	<p>SEN team</p> <p>Identified LSA</p>	<p>See CPD plan</p> <p>Term 6 2022-ongoing</p>	<p>All staff are trained to use basic Makaton greetings and phrases. Makaton visuals are displayed throughout the school.</p>	
<p>Improve how we deal with the sensitive issues the curriculum may bring up.</p>	<p>Share books about diversity in whole school assemblies.</p> <p>Liaise with parents about topics that are going to be covered in curriculum/ assemblies that may be sensitive to identified pupils.</p>	<p>Class teachers to explicitly share with identified parents' books/resources that may be sensitive to individual families/pupils. Class teachers to address this at parent information meetings.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Pupils and their families are fully informed and well supported.</p>	

To improve access to the physical environment						
Assess the access needs of individual pupils and staff as required.	Work collaboratively with outside agencies e.g. visual impairment team.	Ensure access needs of new Reception pupils is obtained prior to pupils starting in September.	EYFS team, SENCO, DHT, HT, office admission administrator	Annually from term 5-6	Staff are fully informed on access needs of all pupils arriving new to St Bons and appropriate adjustments put in place. Analysis of annual pupil and staff surveys provides priorities to address for pupil/staff access requirements. School events are accessible for all members of the school community.	
	Facilitate on and off-site visits with other professionals e.g. hydrotherapy, physiotherapy & S&L.	In annual staff and pupil surveys ask about access needs.	HT	Annually		
	Make necessary adaptation to the school learning environment and building as and where required.  A lift is installed to enable access to upper corridor.	As a standing item for school events request access needs for individual parents so reasonable adjustments can be made.	HT/DHT/SBM/ KS leaders/ office administrators	Ongoing		

	Adjustable changing table located on the ground floor.					
	Disabled toilets located throughout the school.					
	Shower located in EYFS block & staffroom.					
<b>To improve access to information</b>						
Ensure information sent to parents/carers is accessible.	School website has a language translate facility.	Set up a SEN parent group.	SENCO	Term 6 2022	SEN parent group established and provides a network of support. Information published by the school office is accessible to all.	
	Parent EAL group is established.	Translate school information for parents for whom English is not their first or spoken language.	Office administration team	Ongoing		
	New arrivals induction policy reviewed annually.	Review the school website to ensure it includes all	HT/DHT/SBM	Term 6-ongoing	School website is accessible to all	
	Weekly newsletter sent via email &					

	<p>displayed on school website. Paper copies available outside the school office.</p> <p>Google classroom used to share curriculum information with parents. Class weekly review shared.</p> <p>SEN section of website includes padlets.</p>	<p>relevant information to parents and is organised clearly and is accessible.</p>			<p>parent and provide the necessary information.</p>	
<p>Ensure pupils and parents know school staff.</p>	<p>HT &amp; DHT meet pupils and parents on the gate each morning and afternoon.</p>	<p>Class teachers to add photo of themselves to google classroom page.</p> <p>Class teachers, LSAs &amp; all other staff to have their photo on their class door.</p>	<p>Class teachers</p> <p>All staff</p>	<p>Term 6 2022-ongoing</p> <p>Term 1 2022-ongoing</p>	<p>Class teachers are identifiable to parents.</p> <p>Pupils know where staff work.</p>	