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St Patrick's Catholic Primary School

The Catholic Diocese of Lancaster



St Patrick's Catholic Primary School Accessibility Scheme Summary

At St Patrick's Catholic Primary School we are committed to making our school accessible for all pupils, staff, and visitors.

AIMS

Our aims are as follows:

- * To open up the school to the community as a whole.
- * To welcome the inclusion, of all pupils with special educational needs into our school.
- * All pupils are accepted in their own right in all aspects of school life, i.e. the curriculum, the school environment, and its social life.
- * Creation of a welcoming environment, in which individuals are able to learn and to teach effectively.
- * Access by school staff to a range of training and professional development courses, which will enhance their skills in working with a wide range of pupil needs.
- * All pupils have access to pastoral care systems, which are multi-agency and holistic in approach.

CURRICULUM





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- * All aspects of the curriculum are designed to allow the teacher and pupil to respond positively to each other.
- * The curriculum and homework is differentiated to meet the needs of all pupils.
- * The curriculum gives prominence to high expectations and quality for all pupils.
- * Flexible groupings of children are used to support individuals.
- * Specialised equipment is available for those who may require it.
- * School visits and after school clubs are made accessible to all pupils irrespective of attainment or special needs.

PHYSICAL BARRIERS

- * All pupils have access to the school site to the different areas within school without experiencing barriers caused by steps, doorways, stair, toilet facilities, and showers for example.
- * The size for areas within and outside the school allows easy access for all pupils.
- * Pathways of travel around the school site and parking arrangements are safe and the routes are easy to follow and are well signed.
- * Emergency and evacuation systems are set up to cater for all pupils and alarms include visual and auditory components.
- * Signage and non-visual guides do not confuse pupils who may have visual impairment or other difficulties.
- * All areas of the school are well lit.
- * Background noise is reduced to a minimum, particularly in areas used by pupils with hearing impairments.
- * Furniture and equipment is carefully selected, adjusted, and located appropriately.

Situations are assessed and taped information can be provided where necessary.

INFORMATION

- * Information about the school and its various activities can be provided in a range of formats, e.g. website/hard copy, for pupils and prospective pupils who may have problems with





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standard forms of information, for example, pupils with learning difficulties, pupils with visual or hearing impairments.

- * Information for parents and pupils on day-to-day issues can be provided in a range of formats, (ICT/meetings face to face/copies of reviews).
- * Information is presented to pupils in a way which is user friendly e.g. by reading aloud, overhead projections and describing diagrams.
- * Staff, are familiar with the appropriate technology and practices to assist those with a disability.

POTENTIAL PUPILS

- * Admissions policies and procedures reflect the requirements of the relevant legislation.
- * All admissions literature reflects:
 - a. The school's positive views and welcoming environment for all pupils.
 - b. The non-discriminatory focus of admissions policies is applied carefully.

The relevant admissions authority ensures that its policy is applied carefully. Following the offer of a place, schools will be pro-active in seeking information about any disability with a view to responding positively once the pupil is admitted.

