



Accessibility Plan



September 2020

Our Lady of Lourdes RC Primary School - **Accessibility Plan** – **Reviewed September 2020**

Our Planning Duty

Schools need to carry out accessibility planning for pupils with a disability. These duties previously existed under the Disability Discrimination Act (DDA) and have been replicated in the **Equality Act 2010**:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This **Accessibility Plan** forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three ‘key areas’:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils (and their families) which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s **Accessibility Plan** is resourced, implemented, reviewed and revised as necessary.

The plan is to be reviewed and updated at least every three years.

School’s Aims

At Our Lady of Lourdes RC Primary School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that **we aim:**

- To promote a love of learning embedded in the values of the Gospel.
- To create a climate of excellence where all children are challenged through a broad and rich curriculum, enabling them to grow as independent learners.
- To build an inclusive community which welcomes diversity encouraging respect and tolerance towards others.
- To have a secure and nurturing environment, in which each child is safe, valued and enabled to grow in self-esteem and self-caring.
- To respect and care for one another, as Jesus loves us.
- To enable all children to let their lights shine and prepare them for a future of possibilities.

In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs and Disability
- Equality Policy
- Special Educational Needs & Disabilities (SEND) Information Report
- Child Protection & Safeguarding Policy and arrangements
- Health & Safety Policy
- Staff related policies

This plan itself will also be used to advise and inform other school planning documents and policies.

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Current Good Practice

In our most recent Ofsted inspection, it was noted that we *have established a reflective and purposeful air in the school and built on positive relationships between staff and pupils based on a strong commitment to the rights of the child.*

The school's resolute belief that all barriers to learning can be overcome is reflected in the increasing numbers of pupils leaving the school achieving high standards.

Pupils have a good understanding of how to keep themselves safe on line and how to deal with other forms of bullying. Pupils say bullying is rare but if it happens it is dealt with quickly and effectively.

The progress made by disadvantaged pupils and those vulnerable to underachievement is a strength of the school and equals and often exceeds that seen by all pupils nationally. November 2015

Review and Implementation

The **Accessibility Plan** is reviewed annually by the Governing Body.

The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

Action Plan

Context

- To support these the school uses LA and Health professionals for assessments, support and guidance for the school and parents.
- Children who have asthma; all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.
- A number of children have allergies or food intolerances/allergies. Photographs are displayed in the kitchen area and staff are aware of who these children are.
- All medical information is collated and available to staff. Each classroom has a medical file containing information about the children in the class.
- Wide range of children with SEND; this includes: Speech and Language difficulties, social, emotional and mental health difficulties, general, moderate and specific learning difficulties.

1. Increasing the extent to which disabled pupils can participate in the school curriculum

Good practice in this area				
<ul style="list-style-type: none"> • Well-trained staff with a wealth of experience; additional training whenever identified • Differentiated tasks, resources, groupings and adult support • Equal access for all children, regardless of need; includes curriculum, extra-curricular activities and educational visits • Range of ICT & technology used to support learning • High expectations for progress and attainment; regular reviews to ensure appropriate provision is in place • Use of radio equipment for partially hearing child-all staff to know how to use the equipment • Use of specific resources and strategies to meet the needs of all children eg ear defenders 				
Identified Targets	Strategies	Timescale	Who	Success Criteria
Ensure children are supported and prepared for end of KS tests	QFT; curriculum coverage.	Ongoing; additional time in Y2 & Y6	Teachers and TAs	Aspirational targets met for all children
To review the support plans of SEND children to check attainment and progress	Monitor individual data with teachers; new targets.	Termly	SENDCo/Teachers	Targets met; new targets set

Interventions to support children with identified learning difficulties access the appropriate curriculum, or make progress at a higher rate	Teachers identify individual needs. Needs matched to support programs with support staff.	Ongoing assessment of intervention.	All staff	Reviews feedback demonstrates progress made
Monitor the attainment of MAT children	Challenge/mastery included in planning Book scrutiny	With data / termly	Teachers/SLT	MAT progress is maintained
To take account of variety of learning styles when teaching	Activities planned to engage and include all learners	Ongoing	Teachers	Range of activities observed; children engaged
Train all staff including lunchtime Supervisors re medical needs and behaviours relating to SEND children.	Specific training in school and out of school for targeted groups of staff depending on roles and responsibilities.	Autumn 2017 ongoing	HT/all staff	All staff understand the needs of the children-access to curriculum and outside curriculum time is enhanced for all.
Use appropriate resources to meet the needs of all children	Source specific resources to help children concentrate/be comfortable in the classroom	ongoing	SEND TA/all staff	Children to concentrate and be comfortable in the classroom setting.
Introduction of SEND hub provision to support bespoke /complex learning needs	An area in school set up for Hub provision accessed by targeted children in order to meet complex SEND needs	September 2020 Onwards	SEND/CO/HLTA/TAs	Children's individual and complex needs can be met using Hub provision where suitable.

2. Improving access to the physical environment of the school

Good practice in this area				
SEND pupils participate in curricular and extra-curricular activities. Currently, no aspects of extra-curricular activities present particular challenges. There are no parts of the school to which disabled pupils have limited or no access.				
Identified Targets	Strategies	Timescale	Who	Success Criteria

To ensure that the medical needs of all pupils are met fully within the capability of the school	Individual needs identified; staff appropriately trained; intimate care plans where appropriate	Ongoing; as required	Any appropriate staff member	All children's needs are met
Ensuring disabled parents have every opportunity to be involved	Identify any needs; ensure signage offers support; make support available	As identified	Relevant staff	Needs are met; parents are involved
Continue to develop playgrounds and facilities.	Children to identify aspects of play to be improved; Staff to identify environmental improvements for T&L	Autumn 2020 onwards	Pupil Voice groups All staff	Grounds and play facilities/resources are improved

3. Improving the delivery of information

Good practice in this area				
<ul style="list-style-type: none"> All communications home are written in easy-to-read format using simple language, e.g. newsletters follow the same format every ½ term. Text service, blogs and website used to communicate to home Home-school diaries used to enhance communication between home and school Some policies are made available in leaflet/summary form ICT used to produce communications home; font in school is agreed by staff 				
Identified Targets	Strategies	Timescale	Who	Success Criteria
To review children's records ensuring school's awareness of any disabilities	Records/data collection updated annually; parental discussions termly	Termly	All staff	All children's needs identified and met
Liaise with all outside agencies and parents	Ensure parents are directed to appropriate support if needed eg PSA	ongoing	HT/all staff	Communication is shared and support is given.
To enable improved access to written information for pupils and parents.	Consistent newsletters; easy-to-read letters; simple website format/blogging	Ongoing	Appropriate staff	All stakeholders able to access school information
In-school record system to be reviewed and improved where necessary.	Improved use of SIMs to share information; regular updates to staff where appropriate	Ongoing	Secretary	Data collated and used as needed

Paper free information to be sent to parents electronically.	Texts sent to parents containing links to school letters and information on the school website.	September 2020 onwards	Secretary	Parents will be able to receive important updates and links directly to the school website via text
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