

Our Lady of Lourdes Catholic Primary School



Accessibility Plan 2023-2026

Our Lady of Lourdes Catholic Primary Accessibility Plan 2023 to 2026

Mission statement

“As unique children of God we love, learn, grow and inspire.

Let your light shine.”

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Local Governing Committee.

At Our Lady of Lourdes Catholic Primary, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) Our Lady of Lourdes Accessibility Plan has been developed and drawn up based upon information consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

3) Our Lady of Lourdes Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) Our Lady of Lourdes Catholic Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Continue to ensure access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Continue to improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Continue to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Our Lady of Lourdes Catholic Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Respecting Relationships Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Handbook

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the local governing committee. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior

to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Local Committee

12) The school will work in partnership with Bishop Chadwick Catholic Education Trust in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils,**

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, during the annual data collection process and in conjunction with close ongoing communication with parent/carers.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. The school is single storey internally apart from a small step into the hall from the veranda and classroom 6. There are a few steps up to a small intervention room, however, there are other areas in the school where intervention can take place should this cause any difficulty. The main entrance can be accessed via a ramp from the yard and once inside the building, all areas are accessible independently for disabled pupils who use wheelchairs or movement aids.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment. Other issues affect the participation of disabled pupils, for example: peer relationships, policies on the administration of medicines, the provision of intimate/personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a single storey building (apart from the small intervention room) with corridors and several access points from outside. The hall is accessible via the main entrance or from the veranda with a small step. There is external access to some teaching rooms from outside and one has a small step to gain access from the playground. This room can also be accessed via the main hall where there is no step or via the veranda door.

On-site car parking for staff and visitors includes one dedicated disabled parking bay. The front entrance to the school is ramped. The main entrance features a small secure lobby. There is an accessible toilet in our school building for adults or children, and mainly used for children with disabilities in school.

The school has internal emergency signage and escape routes are clearly marked. Personal Evacuation plans are produced for children/ adults with specific physical requirements to enable them to leave the building in an emergency. Information at the front entrance instructs disabled visitors to ask for help to gain access/ evacuation.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with BCCET.

6. Action Plan

Aim 1 To continue to increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To liaise with LA regarding children with specific needs for annual intake.	To identify pupils who may need additional/ alternative provision for each intake.	May-Sept annually	HT EYFS teacher	Procedures/equipment /ideas set in place in the term prior to intake.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents/ carers	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative working approach

<p>To ensure full access to the curriculum and extra curriculum offer for all children.</p>	<p>Outside Play visits; Employment of specialist advisory teachers; CPD for staff Audit after school provision</p>	<p>Ongoing</p>	<p>Teachers</p>	<p>Advice taken and strategies evident in classroom practice. All children can access after school clubs</p>
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<p style="text-align: center;">SHORT TERM</p>		<ul style="list-style-type: none"> • An adapted curriculum with alternatives offered. • Trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy and Toy Library where appropriate 		<p>SENCO School Ed Psych</p>	<p>ASD / PD children supported and accessing curriculum.</p>
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	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment Regular liaison with parents/ carers	Termly	Class teachers SENCO	Progress made towards Support Plan targets

	<p>To promote the involvement of disabled children in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Elklan, Makaton & other appropriate S&L training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	<p>Ongoing</p>	<p>Whole school approach</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
	<p>To embed a culture of positive mental health across school</p>	<ul style="list-style-type: none"> • Attend wellbeing cluster meetings • Continually monitor and evaluate mental health and wellbeing provision • Work with the Piece of Mind Team to support pupils and parents with Mental Health and Wellbeing. 	<p>SLT</p>	<p>Whole School approach</p>	<p>Support all to be the best versions of themselves-raise confidence and resilience to access all opportunities offered.</p>

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To evaluate and review the above short and long term targets annually	See above	Annually	SLT Core curriculum coordinators Governors	All children making good progress.
	To deliver findings to the Local Governing Committee	Reports	Governor / SENCO meetings	SENCO SEN/ Governor meetings	Governors fully informed about SEN provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of the school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure visually appropriate environment for all children	Spaces and places where children with ADHD/ASD can feel calm and safe when they need to	Ongoing	Teaching and non-teaching staff	Appropriate environment maintained.

<p>Ensuring all with a disability are able to be involved.</p>	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parent/carer access needs and ensure they are met in all events whenever reasonably possible • Continue to develop use of Makaton-train staff member 	<p>With immediate effect, to be constantly reviewed</p>	<p>Teaching and non-teaching staff</p>	<p>Enabling needs to be met where possible.</p>
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	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent/ carer interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher Admin Manager/Mrs Hall	
	To ensure disabled parents/ carers have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents • offer a telephone call to explain letters home for some parents who need this • adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To improve community links	School to continue to have strong links with our Parish, village, Trust schools. Plan events to include members of our wider community. Invite local people- children and adults to participate in school events.	Ongoing Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Blackhall and the world and their needs Improved community cohesion
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG	Continue to develop grounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria

<p>To ensure driveway, roads, paths around school are as safe as possible</p> <p>To maintain a safe external environment for all staff, children , families and visitors</p> <p>To enable children to travel to school safely</p>	<p>Communication with parents/ carers via safety messages /letters</p> <p>Daily check of yard and site</p> <p>Perimeter paths and walk around whole site-markings clear and up to date</p> <p>Safety workshops and assemblies for whole school</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>PSHE Coordinator SLT</p> <p>Caretaker and EY staff</p> <p>SLT</p>	<p>No accidents</p> <p>Training completed</p>
<p>To achieve Healthy Schools Accreditation</p>	<p>Continue to work towards Healthy Lifestyles Accreditation</p>	<p>Sept 2023 ongoing</p>	<p>PSHE/Healthy School Co-ordinator</p> <p>Whole school approach</p>	<p>Achievement of award</p>

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To support all parents with sensory or physical impairments	Regular communication with parents Interpreter provided for parent/ carer consultations/ annual reviews Information made available in a variety of forms with information for parents/ carers to inform of this	Ongoing	Class Teachers SLT	Two way communication in place.
	To ensure all children with SEND have access to the curriculum	Regular parent/ carer communication Individualised multi-sensory teaching strategies used for ASD/ ADHD children. Develop use of Makaton for SALT/ non- verbal children	Ongoing	All staff to be aware	ASD/ ADHD/ PD children able to access curriculum.

	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing signage around the school to ensure that is accessible to all. 			
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM	<p>To review children's records ensuring school staff are aware of any disabilities</p> <p>Update care plans annually with parents/carers and relevant medical staff</p>	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher 	Annually	<p>Class teachers</p> <p>School Nurse</p> <p>Team</p> <p>Outside agencies</p>	Each teacher/staff member aware of disabilities of children in their classes

		meetings <ul style="list-style-type: none"> • Annual reviews • SEND (SP/SN) meetings • Medical forms updated annually for all children • Personal health plans/care plans • Significant health problems – all staff aware 		SLT Office staff	
LONG TERM	In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed. New arbor system introduced to replace sims	Oct 2023 Continual review and improvement	SLT Office Manager	Effective communication of information about disabilities throughout school.