Accessibility Plan

Our Lady's School Accessibility Plan

School Aims

At Our Lady's we aim to provide a Christian, caring, secure family environment where each child is valued as an unique individual who is able to benefit from and contribute to the life of the school.

We value the trust placed in us by parents of the children in our care and we strive to ensure that all our children prosper and thrive. The environment we create is one where the children feel confident, secure, valued and able to express their views and opinions whilst understanding the importance of listening to others.

Purpose of the plan

This plan shows how Our Lady's Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

To ensure compliance with the Equality Act 2010 and the Disability Discrimination Regulations (Times and periods for accessibility strategies and plans for schools) 2005.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils and parents preferred formats and be made available within a reasonable timeframe.

Our Lady's Catholic Primary School has been in its current location since 1969. The original single store building houses the whole school including classrooms, offices, hall and kitchen facilities. The most recent addition to the school are two new classrooms which were completed in early 2014. The main entrance to the school has level access and access to most of the classrooms via other entrances are level and accessible to all. However, four classrooms (currently Robins, Herons, Puffins and Owls) have small steps up into their classroom when accessed from the playground. The same applies to the classroom currently being used by our independent Pre-school, Barn a Bs. Within the interior of the school there are steps from Heron and Robin classroom into the school hall. This is not accessible for wheelchair users. We provide a disabled toilet for both parents, visitors, staff and children.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current range of known disabilities
The school has children with a range of disabilities to include moderate and specific learning disabilities.

We currently do not have any pupils who have a hearing impairment and one pupil with glaucoma.

Increasing access for disabled pupils to the school curriculum
Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

In two of our core values of the school we aim to help our children develop lively, imaginative and enquiring minds and to nurture a love of learning and we know that at the heart of everyone there are gifts of the spirit and we aim to discover and nurture the full potential of each individual. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Seek advice from external agencies	On-going and as required	Class Teachers	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of my plans/EHC for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT hardware/software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Class Teacher/Ed Visits Co-ord	All pupils in school able to access all educational visits and take part in a range of activities

Target	Strategies	Timescale	Responsibility	Success Criteria
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE Co-ordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Our Lady's has recently undergone an expansion which included relocation of most classes and the addition of a further classroom. The school also houses an independently run pre-school (Barn a B's).

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The School Development Plan is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To My Plan/EHC for individual disabled pupils as part of their admission process as required	As required	SENCO/ Governors	Plans in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors' and parents' access needs and meet as appropriate	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through parent questionnaire	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
	Ensure staff aware of Education Act 2002 (Standards in Schools)	CPD	Headteacher	
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any future redesign	Consider in any new development	Headteacher/ School Business Manager/ Governors	Disabled parents/carers/visitors feel welcome

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure access to hall area to all	Improve access to hall area. Develop system to allow entry for wheel chair users from hall to Reception and Year 1 classrooms.	Consider the use of ramps for the small staircase near these classrooms	Governors	Disabled parents/carers/visitors feel welcome
Ensure access to playground from all classrooms to all	Improve access to playground from Robin, Heron, Puffin and Owl classrooms (along with Barn a b's).	Consider the use of ramps for the small step up into these classrooms from the playground	Governors	Disables parents/carers/visitors feel welcome
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	H&S Co-ordinator/ SENCO	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Review annually	H&S Co-ordinator H&S Co-ordinator	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with visually impaired and hearing impaired agencies on information with regard to visually and hearing impaired pupils	On-going and as required Software may be required As required	ICT Subject Leader	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from hearing impaired agencies on the appropriate equipment	On going	External Advisers	All children to have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	On going and as required and as appropriate Weekly	Governors	All disabled staff, pupils and visitors able to have safe independent egress

Improve the delivery of written information to disabled pupils
This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils and parents preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in 'simple' English	During induction	Office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms or online registration if required	On going	Office	
	Ensure website and all documents accessible via the school website can be accessed by the visually impaired	On going	Office	All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On going	SENCO	Staff produce their own information
Assessment data to be as accessible as possible	Develop disability friendly data formats	On going	Headteacher	Staff more aware of pupils preferred method of communication
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included

Target	Strategies	Timescale	Responsibility	Success Criteria
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment Ensure school Prospectus is available via the school website	2014 Completed	Office	All can access information about the school