

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 | Respons ibility | 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/softwar e 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/E d Visits Co-ord | All pupils in school able to access all educational visits and take part in a range of activities |

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

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 | Responsibi lity | Success Criteria |
|--|--|------------------------------------|---|---|
| The school is aware of the access needs of disabled pupils, staff, governors, parents/carers | 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 |
| and visitors | 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 | Consider needs of | Consider in | Headteacher/ | Disabled |
| to allow access for all pupils to all areas | disabled pupils, parents/carers or visitors when considering any future redesign | any new development | School Business Manager/ Governors | parents/carers/visit ors feel welcome |

| Target | Strategies | Timescale | Responsibi lity | 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/visit ors 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/visit ors 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 | As required | H&S Co- ordinator | All disabled pupils and staff working alongside are safe in the event of a fire |
| | Develop a system to ensure all staff are aware of their responsibilities | Review annually | H&S Co- ordinator | |
| 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 | Responsibi lity | Success Criteria |
|---|--|------------------|-----------------|---|
| Review information to parents/carers to ensure it is | Provide information and letters in clear print in 'simple' English | During induction | Office | All parents receive information in a form that they can access |
| accessible | 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 | Responsibi lity | Success Criteria |
|---|--|-----------|--------------------|---|
| Provide information in simple language, symbols, large print for prospective | Ensure website is fully compliant with requirement for access by person with visual impairment | 2014 | Office | All can access information about the school |
| pupils or prospective parents/carers who may have difficulty with standard form of printed information | Ensure school Prospectus is available via the school website | Completed | | |