

Our Lady of Compassion Catholic Primary School

“compassion and achievement for all”

Accessibility Policy



Last updated.....

Signed.....

Print.....

Disability Access Plan

Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and

prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how Our Lady of Compassion Primary School will improve equality of opportunity for disabled people.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

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 to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan. This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the Accessibility Plan the school has set the following priorities:

To provide safe access throughout the school for all school users, irrespective of their disability.

To ensure that the teaching and learning 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.

At Our Lady of Compassion 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:

Our mission for Our Lady of Compassion Primary School is:

To develop a supportive and productive learning community where everyone:

- works together to create a happy, healthy and safe environment
 - is valued and given challenges and opportunities
 - becomes the best they can be
 - is prepared for a successful future life
 - develops lively and enquiring minds, questions and then rationally voices their point of view
 - applies themselves positively to tasks and physical activities
 - acquires and applies knowledge, skills and motivation to their life in a rapidly changing world
 - acquires a reasoned, independent set of attitudes, values and beliefs, including a respect for, and an understanding of, different religious, moral and cultural values
 - understands and contributes to the world in which we live
 - communicates effectively
 - is numerate and economically aware
 - develops confidence and self-respect whilst being aware of the needs of others and society as a whole.

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

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 DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

This plan considers the following three areas as identified in the introduction:

3.1 Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation

3.2 Improving the physical environment of the school as well as physical aids to access education such as specialist desks and ICT equipment

4.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as large print and the provision of information orally.

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

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate. The school provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists
- Speech and Language Therapy

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Our Lady of Compassion Primary School.

- Improving the delivery of information to disabled persons
- Staff members are to be made aware of the services available through the LA for converting written information into alternative formats.
- This Access Improvement Plan is reviewed annually.
- In addition it will be reviewed three yearly.

Information on how to view this plan is included in the school prospectus

Action Plan

Aim 1: 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, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<ul style="list-style-type: none"> To liaise with pre-school providers to prepare for the new intake of children into Foundation each year 	<ul style="list-style-type: none"> To identify pupils who may need adapted or additional provision 	May to July annually	HT EYFS Leader and teachers	<ul style="list-style-type: none"> Provision set in place ready for when the child/ren start school
<ul style="list-style-type: none"> To liaise with educational establishments to prepare for the intake of new children who transfer within year 	<ul style="list-style-type: none"> To identify pupils who may need adapted or additional provision 	Ongoing as need arises	HT & Deputy/SENCo	<ul style="list-style-type: none"> Provision set in place ready for when the child/ren start school
<ul style="list-style-type: none"> To review policies to ensure that they reflect inclusive practice and procedure 	<ul style="list-style-type: none"> To comply with the Equality Act 2010 	Ongoing	SLT & Governors	<ul style="list-style-type: none"> All policies clearly reflect inclusive practice and procedure
<ul style="list-style-type: none"> To establish and maintain close liaison with parents 	<ul style="list-style-type: none"> To ensure collaboration and information sharing between school and families. 	Ongoing	SLT and all teaching staff	<ul style="list-style-type: none"> Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
<ul style="list-style-type: none"> To establish and maintain close liaison with outside agencies for pupils with additional needs 	<ul style="list-style-type: none"> To ensure collaboration between all key personnel. 	Ongoing	SLT/SENCo, all teaching staff and outside professionals	<ul style="list-style-type: none"> Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
		Dec 2018	SEN co-ordinator Speech and Language therapist	<ul style="list-style-type: none"> Appropriate staff will have had training in

<ul style="list-style-type: none"> To introduce the use of PECS (Picture Exchange Communication System) in the Nursery setting 	<ul style="list-style-type: none"> For members of staff to be trained in using PECS with children who have communication difficulties 			<p>PECS and will be using effectively to communicate with children and improved outcomes for children will be seen with greater access to the curriculum</p>
<ul style="list-style-type: none"> To use Information communications technology equipment to allow SEN children greater access to the curriculum 	<ul style="list-style-type: none"> To allow greater access Chrome books and iPads for recording in alternative methods 	September 2019	SLT SEN co-ordinator Computing co-ordinator	<ul style="list-style-type: none"> Children will be able to record work and responses through alternative methods
<ul style="list-style-type: none"> SEN Co-ordinator and SMT to attend Mental Health Training 	<ul style="list-style-type: none"> To attend training and decimate information to staff through staff meeting 	Feb 2018	Head Teacher Safe Guarding Team SEN Co-ordinator	<ul style="list-style-type: none"> To have a greater understanding of Mental health and how to support staff effectively
<ul style="list-style-type: none"> To develop the staff understanding of the emotional needs of children with attachment disorders 	<ul style="list-style-type: none"> Staff will receive appropriate training to help understanding of the needs of children with attachment disorders 		Inclusion Manager	<ul style="list-style-type: none"> Staff will understand the needs of children with attachment disorders and provide support which will enable children to access the curriculum and their learning. Improved outcomes for vulnerable children
<ul style="list-style-type: none"> To create an outside sensory and resource area for children to access the curriculum 	<ul style="list-style-type: none"> To create an outside play based / learning environment to develop reading, communication, sensory and social play 	July 2019	SLT Site manager	<ul style="list-style-type: none"> A completed sensory play area to support reading and communication for children to access.
<ul style="list-style-type: none"> To develop health and mental wellbeing within the school 	<ul style="list-style-type: none"> To develop staff understanding To support children understanding of mental well-being To introduce the Even better Place 2 Work 	July 2020	Whole school	<ul style="list-style-type: none"> Staff will have a greater understanding of positive mental health and be able to recognise the sign of children requiring support.

	strategies and support programs into the school to support staff			<ul style="list-style-type: none"> To create an ethos of open communication to support everyone within the school
--	--	--	--	--

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<ul style="list-style-type: none"> Improve the physical school environment 	<ul style="list-style-type: none"> The school will take account the needs of pupils 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, clear signage and more accessible facilities and fittings. 	Ongoing	SLT, site manager and governors	<ul style="list-style-type: none"> Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
<ul style="list-style-type: none"> Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs 	<ul style="list-style-type: none"> Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. 	Ongoing	SLT, SENCo, all teaching staff and site manager	<ul style="list-style-type: none"> As full as possible inclusion for all pupils. Safe evacuation in an emergency.

<ul style="list-style-type: none"> To ensure continued improved access for pupils who may experience difficulty moving around school 	<ul style="list-style-type: none"> To continue to assess children's needs when they are new to the school and to review on annually. To ensure care plans are in place to support any child or adult with mobility difficulties 	<p>October 2018 Ongoing</p>	<p>Head teacher Site manager Learning Mentor</p>	<ul style="list-style-type: none"> Any child / adult who experiences mobility difficulties to have access to all areas of school Care plans will be in place and reviewed annually for those children who have mobility difficulties
<ul style="list-style-type: none"> To develop staff understanding of the impact of disability and the needs of others 	<ul style="list-style-type: none"> To provide disability awareness training for all staff 		<p>Head teacher SEN Co-ordinator SENIS</p>	<ul style="list-style-type: none"> Staff will have attended disability awareness training provided through SENIS Staff will have a better understanding of disabilities and be able to use this knowledge to plan effectively for any children with a disability
<ul style="list-style-type: none"> To complete an accessibility walk with the support of the complex Needs team from SENIS 	<ul style="list-style-type: none"> To access the grounds for potential risk factors for children with enhanced physical needs 	<p>November 2018</p>	<p>SENCO SENIS Complex Needs Team SLT Site Manager</p>	<ul style="list-style-type: none"> A completed risk evaluation of the school grounds. Target setting for improvements
<ul style="list-style-type: none"> Re paint marking on the entrance to the school 	<ul style="list-style-type: none"> To enable anyone with a disability to have access to the school building from the main car parks 	<p>June 2018</p>	<p>Head teacher Site Manager</p>	<ul style="list-style-type: none"> The disabled access will have been re painted and are clearer to allow for access

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing	Ongoing	SLT, teachers, admin team and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
To continue to develop effective methods of communication for SEND pupils	Staff to be trained in effective use of PECS Staff to research ways of using I pads to aid communication	March 2017	Inclusion Manager	Identified staff to be trained and be able to effectively use PECS to communicate with children. IT will be used more effectively for children with communication / language difficulties Improved outcomes for children as they will have greater access to the curriculum

--	--	--	--	--