

# **Accessibility Policy & Plan**



## **Our Lady and St. Oswald's Catholic Primary School**

APPROVED BY GOVERNORS: May 2021

REVIEWED BY GOVERNORS:

RESPONSIBLE PERSON: Headteacher

## **Accessibility Plan**

### **Introduction**

The SEN and Disability Act 2014 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. a duty not to treat disabled pupils less favourably, without justification, for a reason which relates to their disability;
2. a duty to make reasonable adjustments so that disabled pupils are not put at a substantial disadvantage compared to pupils who are not disabled (but there is no duty to remove or alter physical features or provide auxiliary aids and services); and
3. a duty to plan strategically and make progress in increasing accessibility to schools' premises and to the curriculum, and in improving the ways in which written information provided to pupils who are not disabled is provided to disabled pupils.

This plan sets out the proposals of the Governing Body of the school to improve 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; and
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The aims of the New Children's Act 2006, which is based on the principles on the United Nations Convention on the Rights of the Child, will also be incorporated. These are for "every child":

- to be healthy;
- to stay safe;
- to enjoy and achieve;
- to make a positive contribution; and
- to achieve economic well-being.

The Governing Body will address equality duties as they apply to the employment of people with disabilities where reasonable adjustments will apply. They will ensure that reasonable adjustments will be made to enable equality of opportunity to existing and prospective staff, in relation to:

- recruitment and selection;
- terms and conditions of employment;
- place and hours of work;
- access to work;
- induction and professional development; and
- full participation in the life of the school.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. The action plan showing how the school will address the priorities identified follows.

## Definition of Disability

Disability is defined as: *A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities:*

- substantial – more than minor or trivial effect;
- long term – a year or more;
- day-to-day activities – living and learning.

The definition of disability has been amended from the 1995 Act in order to reduce the reliance on the 'medical model' for individuals with a mental illness which no longer has to be 'clinically well recognised'.

Included in the definition are impairments such as: sensory, dyslexia, autistic spectrum disorder, diabetes, speech and language, severe asthma and learning difficulties resulting from complex profiles of disability. Children with emotional and behavioural difficulties for social and domestic reasons are not included.

The definition includes people with progressive conditions including HIV, multiple sclerosis and cancer. Of significance is that the DfE has determined that 7% of children of the age 0-14 years have a disability (according to Child and Early Years Survey of Parent, 2018).

## Section 1: Starting Points

### 1a The purpose and direction of this school's plan: vision and values

The school is committed to, and has high ambitions for, all its students, responding to their diverse needs and expecting them to participate and achieve in every aspect of school life.

The school will make every reasonable effort to ensure equal opportunities for staff, students and visitors, making realistic allowances for their individual circumstances.

### 1b The school's priorities for the development of information and data to support the school's accessibility plan

These are to:

- utilise and expand the existing school databases to ensure all relevant information is recorded and accessible to appropriate staff and agencies;
- identify all staff and students' various disabilities and impairments to ensure adequate and suitable provision can be identified;
- consult with students, parents and outside agencies to agree adequate provision for individual
- student's needs; and
- consult pre-school providers to ascertain advance information on the needs of future intake.

### 1c The school's priorities with respect to consultation on the plan

A draft copy of the plan will be circulated and opinions will be sought from governors, staff, parents and pupils.

## **Section 2: The Main Priorities in the School's Plan**

- Information collected regarding disabilities for both pupils and staff is used to improve provision of services.
- Pupil achievement is monitored by disability; trends and patterns are acted upon.
- Disabled pupils are encouraged to participate in school life.
- Bullying and harassment of disabled pupils and staff is identified and acted upon.
- Disabilities are positively portrayed in school books, displays, discussions and class assemblies.
- The school raises awareness of disabilities.
- The school environment is as accessible as possible to all pupils, staff and visitors regardless of disability.
- Information is available to parents, visitors, pupils and staff in an accessible format.

### **2a Increasing the extent to which disabled pupils can participate in the school curriculum**

When a disabled pupil is due to be admitted to school, we will ascertain that there is appropriate provision to cater for the child's needs, to include full access to the school curriculum if required, by providing:

- modified (if appropriate) access to the curriculum;
- access to extra-curricular activities;
- using specialist agencies (e.g. speech, Teacher of Deaf, LSA etc) to investigate and extend opportunities; and
- accessing appropriate training for Teaching Assistants, SENCO and Class Teachers.

### **2b Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

This extends from 2a above, that when a disabled pupil is due to be admitted to school we will look at the physical environment to ensure it meets the pupil's needs, this may include:

- provision of wheelchairs;
- access to areas of the school by wheelchairs; routes, temporary ramps;
- provision of appropriate furniture for those with physical disabilities;
- appropriate and adequate signage;
- toilets;
- parking; and
- sound deadening materials (to aid pupils with hearing impairment).

### **2c Provide appropriate provision of information for disabled pupils**

The school will ensure that all relevant school information is provided for disabled pupils and their parents/carers in a format appropriate to their needs

## **Section 3: Implementation**

### **3a Management, coordination and implementation of the plan**

The leadership team will be responsible for the implementation of this policy and for raising awareness of the requirements of the Disability Discrimination Act with the school population. The designated lead person will be the Headteacher.

The plan will be linked to the School Development Plan to provide budget and staffing provision as needed.

Training for teachers on differentiating the curriculum has already taken place and is ongoing. Specific training on relevant disabilities will be undertaken as required.

### **3b Availability of the policy and related action plan**

The plan will be distributed to all staff, governors and parents for whom it will be relevant. It will be available to anyone on request and its existence will be made known to all parents via the school's website.

The policy and plan will be reviewed and amended annually. They should be read in conjunction with the relevant Behaviour, Health and Safety, Risk Assessments, Inclusion, SEND and Equalities Policies as well as any other relevant policies.

### **Review and Evaluation**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The appendices below are a set of action plans showing how we will address the priorities identified in the plan. The plan is valid for three years 2021-24, but the detailed action plan is reviewed annually.

## Action Plan

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.

**Aim 1:** To increase the extent to which disabled pupils can participate in the school curriculum

| <b>Short term targets</b>                                                                                                   |                                                                                                                      |                                                                                       |                            |                                                                                                                                                                    |                                         |
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| <b>Target</b>                                                                                                               | <b>Strategies</b>                                                                                                    | <b>Who</b>                                                                            | <b>When</b>                | <b>Outcome</b>                                                                                                                                                     | <b>Review</b>                           |
| Ensure that the school's environment is accessible.                                                                         | Review of physical environment.                                                                                      | Health and Safety audit committee SENDCo and Headteacher                              | Autumn 2021                | School is aware of accessibility barriers to its physical environment and will make a plan to address them                                                         | Annual Autumn Review                    |
| Ensure that all children regardless of disability to access a broad and balanced curriculum.                                | Whole school discussion SENDCo to monitor children on SEN register and Plan Do Reviews, PCPs Pupil progress meetings | SENDCo and headteacher to draw up and circulate PCPs after consultation with parents. | Autumn<br>Spring<br>Summer | All children will have equal access to a broad and balanced curriculum and the outcomes for children with disabilities will be closely monitored by SENDCO and SLT | Termly<br>Accessibility log kept        |
| Review PE curriculum to make PE accessible to all.                                                                          | Gather information about PE and Sports for children with disabilities                                                | Head teacher, SLT<br>PE Lead,                                                         | Autumn<br>Spring<br>Summer | All children are able to access PE<br>Pupils can access School games                                                                                               | Annual Summer 2021<br>Survey to parents |
| Ensure that all staff have relevant training to be able to adapt the curriculum to the needs of children with disabilities. | Staff audit to identify training needs. Audit of teaching resources available to teachers and TAs                    | Head and SENDCo                                                                       | Autumn<br>Spring<br>Summer | Raised awareness and expertise of staff. Wider range of appropriate IT resources used to support engage and enable children with disabilities                      | Staff audit annually                    |
| Ensure that all children have                                                                                               | Survey participation and make sure TA                                                                                | Headteacher<br>SLT and                                                                | Spring 2022                | Equality in access for pupils. High priority for pupil premium strategy.                                                                                           | Club registers review                   |

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| equal access to lunchtime and after school activities                                                                         | support is available at lunchtime.                                                                                                                                                    | SENDCo. All class teachers                       |                                                                                          |                                                                                                                                                                                                                                          |                                                                             |
| Ensure that all children have access to school visits.                                                                        | Ensure that planning process for school trips includes provision for children with disabilities.<br>Update EVC Policy                                                                 | Headteacher, SLT, SENDco and all class teachers. | Autumn 2021                                                                              | All school trips are accessible. Personal care plans for the visit are jointly drawn up with parent, child and school input                                                                                                              | During planning process                                                     |
| <b>Medium term targets</b>                                                                                                    |                                                                                                                                                                                       |                                                  |                                                                                          |                                                                                                                                                                                                                                          |                                                                             |
| <b>Target</b>                                                                                                                 | <b>Strategies</b>                                                                                                                                                                     | <b>Who</b>                                       | <b>When</b>                                                                              | <b>Outcome</b>                                                                                                                                                                                                                           | <b>Review</b>                                                               |
| Future policies updated to include access to pupils with disabilities.                                                        | Build accessibility considerations into all curriculum policies and review annually                                                                                                   | All curriculum lead teachers                     | At next policy review date as per schedule                                               | All updated policies include provision for accessibility                                                                                                                                                                                 | Annually in line with policy review strategy                                |
| Provide advice to parents/ carers of children with disabilities on how they may support their learning in the core curriculum | Regular meetings as part of PCP review to agree targets to overcome barriers to learning. Personal care plans in place to ensure that all members of staff have relevant information. | All staff                                        | Termly PCP meetings with class teacher and more frequent meetings with SENDCo if needed. | Parents are well informed and involved with their children's learning. All staff have a very clear understanding of the specific needs of a child with a disability and factor this in to any medium and short term curriculum planning. | Termly by class teachers and monitored during Pupil progress meets with SLT |
| <b>Long term target</b>                                                                                                       |                                                                                                                                                                                       |                                                  |                                                                                          |                                                                                                                                                                                                                                          |                                                                             |
| <b>Target</b>                                                                                                                 | <b>Strategies</b>                                                                                                                                                                     | <b>Who</b>                                       | <b>When</b>                                                                              | <b>Outcome</b>                                                                                                                                                                                                                           | <b>Review</b>                                                               |

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| Staff to receive appropriate training as highlighted by audit | Staff meeting CPD timetabled over the course of 2021/2022 to build staff knowledge. External agencies involved in delivery of training | All staff | 2021/22 | All staff will be familiar with accessibility needs of children with disabilities. | Annually through performance management |
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**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.

| <b>Short term targets</b>                                                                                          |                                                                                         |                                                                     |             |                                                          |                                                                          |
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| <b>Target</b>                                                                                                      | <b>Strategies</b>                                                                       | <b>Who</b>                                                          | <b>When</b> | <b>Outcomes</b>                                          | <b>Review</b>                                                            |
| Audit of site to highlight needs.                                                                                  | Site visit to identify areas of need in terms of access for children with disabilities. | Headteacher<br>H& S,<br>governor<br>SENDCo,<br>building<br>services | Spring 2021 | Accessibility issues identified and prioritised          | Annually as part of site development                                     |
| Ensure that all disabled pupils can be safely evacuated.                                                           | Put in place Personal Emergency Evacuation Plan(PEEP) as part of termly drill review    | Headteacher,<br>H&S staff<br>member &<br>governor,<br>SENDCo        | Autumn 2021 | All children with disabilities can be safely evacuated   | On admission of a child/member of staff with high needs and/or annually. |
| <b>Medium term targets</b>                                                                                         |                                                                                         |                                                                     |             |                                                          |                                                                          |
| <b>Target</b>                                                                                                      | <b>Strategies</b>                                                                       | <b>Who</b>                                                          | <b>When</b> | <b>Outcome</b>                                           | <b>Review</b>                                                            |
| Improve ease of accessibility for physically disabled including wheelchair users and those with impaired movement. | Consider access into school from playground.                                            | Headteacher<br>H&S staff<br>member &<br>governor,<br>SENDCo         | Autumn 2021 | All areas of the school will be accessible and welcoming | Annually                                                                 |
| To ensure school grounds are accessible and available and steps can be successfully negotiated.                    | One ramp into KS2 corridor and the second to the Nurture Room by (demountable).         | Headteacher<br>H&S staff<br>member &<br>governor,<br>SENDCo         | Autumn 2021 | All areas of the school will be accessible and welcoming | Annually                                                                 |

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| Ensure that the site is accessible to those with hearing and sight disabilities. | Site survey to incorporate accessibility into health and safety audit and update accessibility policy as a result of this annual audit. | Headteacher<br>H&S staff member & governor,<br>SENDCo | Autumn 2021    | All areas of the school will be accessible and welcoming | Annually                                             |
| <b>Long term targets</b>                                                         |                                                                                                                                         |                                                       |                |                                                          |                                                      |
| <b>Target</b>                                                                    | <b>Strategies</b>                                                                                                                       | <b>Who</b>                                            | <b>When</b>    | <b>Outcome</b>                                           | <b>Review</b>                                        |
| To regularly review the physical environment                                     | Site survey to incorporate accessibility into health and safety audit and update accessibility policy as a result of this annual audit. | Headteacher<br>H&S staff member & governor,<br>SENDCo | September 2021 | School is accessible to all                              | Annually and weekly through the H/S monitoring form. |

**Aim 3**

To improve the delivery of written information to disabled pupils and parents

| <b>Short term targets</b>                                                                                                 |                                                                                                                                                                                                                                                     |                                                                                                                                                                        |                           |                                                                                                              |                                                                |
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| <b>Target</b>                                                                                                             | <b>Strategies</b>                                                                                                                                                                                                                                   | <b>Who</b>                                                                                                                                                             | <b>When</b>               | <b>Outcome</b>                                                                                               | <b>Review</b>                                                  |
| Availability of written materials in different formats                                                                    | Parents asked if written material is accessible. Pupil registration forms to include needs of parents/pupils. Staff to identify specific needs of individual pupils. Statutory test format adjusted appropriately for children with specific needs. | Admin staff- admission forms. EYFS staff - EYFS induction forms. Class teachers to audit needs of pupils with disabilities and share with SENDCo for inclusion on PCP. | Summer 2021 & Autumn 2021 | All children and parents able to access written information                                                  | July 2022                                                      |
| <b>Medium term targets</b>                                                                                                |                                                                                                                                                                                                                                                     |                                                                                                                                                                        |                           |                                                                                                              |                                                                |
| <b>Target</b>                                                                                                             | <b>Strategies</b>                                                                                                                                                                                                                                   | <b>Who</b>                                                                                                                                                             | <b>When</b>               | <b>Outcome</b>                                                                                               | <b>Review</b>                                                  |
| Audit of website to ensure that all information on the website is accessible and signposting to Local Offer is effective. | Audit of information delivery procedures and signposting to Shropshire Local Offer                                                                                                                                                                  | SENDCO and Headteacher SEN governor                                                                                                                                    | Summer 2021               | School is aware of accessibility gaps in information delivery on the website and website is fully accessible | Autumn 2021<br>In addition- annual audit from website provider |

| Long term targets                                                                            |                                                                                                                                                                    |                                    |             |                                                                                                                          |                                     |
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| Target                                                                                       | Strategies                                                                                                                                                         | Who                                | When        | Outcome                                                                                                                  | Review                              |
| Develop an inclusion leaflet, giving advice to parents when necessary                        | Use Shropshire Local Offer website to source information and internet-based research to underpin pedagogy                                                          | SENDCo/ Headteacher                | Autumn 2021 | Increased information available at local level to parents and carers of children with disabilities                       | December 2021<br>Review<br>Annually |
| Review provision annually to ensure that it reflects the needs of children within the school | Use admission information to screen for disability needs. Set up early meetings with EYFS admissions to explore specific needs Seek advice from inclusion services | SENDCO EYFS teacher<br>Headteacher | Autumn 2021 | Accurate and up to date information about the needs of the children in school drives regular audit and improvement cycle | July 2022                           |