



Accessibility Plan



Our Lady's Catholic Primary School

Approved by: Local Academy Committee

Approved on: January 2024 (TBA)

Review: January 2025

Aim

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.

Definition of Disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Contextual Information

Our Lady's Catholic Primary School was originally built as separately led Infant and Junior schools, split by a fence. In 2015, the schools amalgamated to become a Primary School and a connecting path replaced part of the separating fence.

The EYFS classroom is on one level, with stair access and a ramp to Key Stage 1. In the Key Stage 2 building, there are stairs that connect classrooms to the Main Hall. There is a wheelchair lift to enable safe access to this and access via classrooms to areas where there is no lift.

At present we have 1 wheelchair dependent pupil and no parents or members of staff.

Current range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities, ASD and complex medical conditions. We have two pupils who have a physical disabilities and three children with hearing impairments.

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)

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, staff appraisal 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 mostly mixed ability (with some setting where appropriate), inclusive classes.

It is a core aim of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance or the may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	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 friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation Online learning modules if required	Ongoing CPD.	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software and hardware to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms

Improving access to the physical environment of school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs become known as they enter the school.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the Learning Plan process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process	As required Induction and on-going if required	SENDCO	Learning Adaptation Plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention

Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors	As required	Head/ Governors	Access for all
Ensure access to reception area for all	Make additional provision entry for wheel chair users – automatic doors	When funds allow	Head teacher	Disabled parents/carers/ visitors feel welcome and can access the school easily
Improve external and internal environment access for visually impaired people	Renew yellow strip mark step edges Regularly replace broken blinds in classrooms and other spaces	On going and as required	HT	Visually impaired people feel safe in school grounds and in school buildings
Ensure all disabled pupils can be safely evacuated	Ensure all staff are aware of their responsibilities in relation to disabled pupils	As required	SENDCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from HI and VI advisory teachers/ Educational psychologist/ appropriate medical bodies	Ongoing	HI and VI advisory teachers/ Educational psychologist/ appropriate medical bodies in conjunction with SENDCO	All children have access to the appropriate environment
Ensure learning environments and shared areas support the needs of children with ASD/ADHD	Seek support from Rowangate and Maplefields Outreach to adapt learning environments, shared areas and classroom adaptations to children's needs.	Ongoing	SENDCO HT	All children feel safe and sensory needs are met throughout the school day