



Our Lady and St Edward's

Accessibility Plan 2019-2022

School Mission Statement

We are inspired by the teachings of Jesus Christ who is at the heart of all that we do.

Working in unity with our families, parish and community, we encourage and support the children to grow in faith and reach their full potential in a happy, caring and loving environment.

This plan complies with the statutory guidance laid out in the SEN Code of Practice 2014 and the Equality Act 2010 which replaces the Disability Discrimination Act 1995 & 2005. The 2010 Act imposes equality duties in respect of the protected characteristics which include

- Age
- Disability
- Gender re-assignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

This plan should be read in conjunction with

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (Sept 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy

The SEN Code of Practice 2014 states that under the Equality Act 2010 schools:

- **Must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- **Must not** discriminate for a reason arising in consequence of a child or young person's disability
- **Must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- **Must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.
- **Must** publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

At Our Lady and St Edward's Primary school we are committed to providing a fully inclusive and accessible environment for all pupils, staff, parents and visitors. This accessibility plan outlines how we will meet the needs of disabled pupils, staff and visitors within our school over the next 3 years.

Overall aims:

- To continue to improve access to the physical environment of the school in order to meet the needs of disabled pupils and individual pupils with physical difficulties.
- To ensure that disabled pupils and pupils with additional needs have access to relevant equipment to support their access, development and learning.
- To continue to ensure that **all** pupils are able to access the curriculum and wider school life and that reasonable adjustments are made when required.
- To ensure that staff are trained in meeting the needs of all pupils including those with additional needs and disabilities to enable them to access the curriculum.

Target	Strategies	Timescale	Responsibility	Success criteria	Evaluation
Physical Access					
To be aware of the access needs of disabled pupils, staff, governors, parents and visitors	Induction questionnaires to include specific question regarding accessibility.	Before entry of every new child	Office staff	Completed questionnaires and issues raised with SENCO	This continues to be monitored
	Create access plans for individual pupils when required.	As required	SENCO	Plans in place as and when needed	
	Identify access needs of parents through data collection sheet	Annually at the beginning of the school year and then throughout the year through school newsletter	Office staff/SENCO/	School is aware of access needs of parents and parents are able to access the building effectively and safely.	
	Identify the needs of the staff during recruitment, induction procedures, annual appraisal meetings and back to work interviews. Engage with occupational health if required.	Annually and then as required.	HT	All needs of staff are highlighted and necessary adjustments are made	
Ensure pupils, staff and visitors with physical difficulties are able to access the building effectively and safely	Entrances are clearly identified and are accessible.	Checked weekly.	Site Supervisor, SLT, Office staff	All pupils, staff and visitors are able to locate relevant entrances and are able to enter and exit the building safely.	

with and without support.	Magnetic door fasteners have been serviced and are working correctly.	Checked regularly and any problems are reported immediately to the school office who will log the problem and contact relevant services to fix the problem promptly.	Relevant outside company to service the system. HT	Door release mechanism is working.	Doors are checked regularly and problems reported
	Ensure corridors are clearly accessible throughout school.	Corridors are checked daily.	All staff. Class teachers to choose corridor monitors to tidy outside their classroom and all teachers to take responsibility for the area outside their classroom or their area of the cloakroom.	All pupils, staff and visitors are able to move around the school safely.	Not cost effective- alternatives to be looked at
	Ensure that disabled pupils in wheelchairs are able to access classrooms safely and effectively. (when needed)	Check seating position and layout of classrooms to ensure access for pupils with physical difficulties and those in wheelchairs. This will need to be done at least annually when a pupil moves to a new class and throughout the year as well.	SENCO and class teachers. Headteacher if ongoing difficulties are encountered with regards to access.	Disabled pupils and pupils with physical needs are able to access the classroom effectively and safely.	
	Ensure that PEEPS are in place for identified pupils with physical difficulties and that staff are aware of the contents .	September 2019 and then updated dependent on change of needs.	HT and identified staff	Identified pupils with physical difficulties have a PEEP in place to ensure that they can evacuate the building safely in the event of an emergency.	

Target	Strategies	Timescale	Responsibility	Success criteria	Evaluation
Access to the curriculum.					
Ensure that all children have the correct height of furniture and are seated effectively within the classroom to access teaching and learning.	Ensure all tables, work areas and chairs are a suitable height for all children especially when it is a new classroom.	Annually	SENCO, class teachers and outside agencies such as OT and Physio.	All pupils will have access to the correct height of furniture.	
To ensure that staff are aware of the specific needs of pupils within our school and that training is provided as required.					
	Update the medical information on class lists and contextual information so that all staff are aware of the medical needs of individual pupils in school. Ensure that first aid certificates are updated when necessary and that staff are trained to meet the needs of more complex medical needs	Annually and then ongoing. First Aid training is undertaken when required.	SENCO School Bursar SLT	Staff are aware of children who have medical needs within school and are trained to manage these effectively.	Refresher epilepsy training undertaken at various times EpiPen training Jan 2019 First Aid updated regularly
	Staff audit to be carried out to identify training needs.	Termly	SENCO	Staff training needs are identified	

	Training and information updates to be given to staff at staff meetings and TA meetings.	Ongoing throughout the year	SENCO	Staff are kept up to date with information regarding pupils with additional needs	SENCO provides staff with updates following forum meetings
	Staff to be made aware of the online training resources for SEN	Termly at staff meetings	SENCO	Staff are developing their understanding of needs of pupils with additional needs and how they can meet these needs in the classroom.	
To ensure access to end of Year Tests	Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	Annually	SENCO and class teachers	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	
All out of school activities are planned to ensure the participation of all pupils.	Review out of school provision to ensure compliance with legislation	On going	Class Teachers And EVC	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future requirements.	All pupils with SEN take part in out of school activities.
Target	Strategies	Timescale	Responsibility	Success criteria	Evaluation
Information					
To ensure that information for parents/carers/visitors/ Potential parents are accessible.	Check that the information regarding SEND such as the SEND information report, local offer, policy, accessibility plan, is available on the school website and is easily accessible. Ensure that paper copies are readily available should they	Ongoing	SENCO	Parents/carers/visitors/ potential parents are able to access information about the school easily and in a relevant form for them.	All information on website

	be requested by parents/visitors who do not have access to the internet.				
To ensure availability of school prospectus, newsletters and other information for parents/ carers in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats	Ongoing and when needed	School Office	The school will be able to provide written information in different formats when required for individual purposes	Information available on the website
To ensure availability of written material in alternative languages.	The school will use information and translations provided by the EAL team for key information for EAL families	Ongoing and when needed	School Office	School information will be available for all	

This plan will be reviewed and updated annually-Reviewed November 2019

Next review date: November 2020

This plan will be revised in November 2020