

Our Lady's RC Primary School



Accessibility & Disability Policy

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Date: 11.09.2024

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Date: 11.09.2024

"Learning Our Core Values & Mission

During Summer 2023 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the Values and Mission of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's



Our Mission Statement is:

"Learning and loving together; we grow with Jesus"

*Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts and Christ – the Cross***

The Core Values that provide the foundation for that Mission are:

'Whoever is kind to the poor lends to the Lord' Proverbs' 19:17 **Kind**

'Love God and love people' Matthew 22:36-40 **Loving**

'You can always turn to the Lord when times are tough' Psalms 9:9-10 **Safe**

'Forgive and you will be forgiven' Luke 6:37 **Forgiving**

'I am the way, the truth, the life' John 14:6 **Honest**

'Rejoice always' Thessalonians 5-16 **Positive**

'Lord, your God shall you worship and him alone shall you serve' Matthew 4:1-11

Respect

'Grow in the grace and knowledge of Saviour Jesus Christ' 2 Peter 3-18

Nurturing

Nurture

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Disability is defined by the Equality Act (2010) as:

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

The SEN and Disability Act 2014 extended the Equality Act 2010 to cover education. Since September 2002, the Governing Body of Our Lady's R.C. Primary School (hereinafter referred to as "The School") has had three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas: ○ 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. Below is a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Governing Body of The School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. The School provides teaching which meets the 2014 National Curriculum and other statutory requirements. The School takes into account the 2014 Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents. Provision determined in Statements of Educational Need is made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking into account pupils varied life experiences and needs.

The aims and values of our school are inclusive. They reflect and inform our ethos and are embedded in the life of the school community.

The School has high ambitions for all its pupils; we expect pupils with disability to participate and achieve in every aspect of school life. As such, we are committed to:

- setting suitable learning challenges
- responding to pupils diverse needs

- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Context

The School consists of one level building. Access to the school building is varied (steps, ramps and level access). Most corridor and cloakroom areas are relatively wide.

There is one easy-access toilet, located in the school hall. Classrooms throughout school have been fully refurbished as part of our Phase 1 (2019) and Phase 2 (2021) building work. Each classroom now has: new ceilings, led lighting and new flooring. Each KS2 classroom now has its own fire exit and ramps to three of the four classrooms. Two Key Stage 2 classrooms have been remodelled and have increased in size as they were previously relatively small and couldn't easily accommodate additional physical resources to support a child with specific needs. We strive to aim to meet individual pupils' needs on an individual basis. There is a disabled parking bay available on the school car park.

As a school we have an excellent record with regard to making reasonable adjustments for such children. This includes actions to address physical impairments and medical illnesses.

Furthermore, we have a long history of teaching pupils with a wide range of Special Educational Needs and, without exception, disabled pupils have been fully included in all aspects of school life. The progress of disabled pupils is vigorously tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Where necessary, adaptations are made to the curriculum and equipment available to ensure full access. There is full access to all parts of the physical environment for pupils. Adaptations can be made to timings, playtimes, lunchtimes, school trips, after-school clubs etc. to meet the needs of children with specific needs. Considerable emphasis is placed on the use of positive role models and images of disabled people within the school.

Information from pupil data and school audit

The Equality Act 2010 definition (see: Introduction, above) is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy, asthma, and allergies. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

Like most schools, we have children of all backgrounds, needs and abilities, including:

- Asthma
- Autistic spectrum
- Allergies
- Sight and hearing loss.

When this policy was last reviewed we had no wheelchair dependent pupils, parents or members of staff, we have one wheelchair dependent volunteer in school.

Action plan

The following pages contain our planned actions around two broad aims.

It is a core value 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. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers of access to the curriculum and to ensure full participation in the school community for pupils with a disability.

Teachers at the school plan and deliver lessons. Teachers' planning is highly differentiated to take account of the individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

Each year school leaders develop action plans as part of the overall School Development Plan which address areas which can be improved even more; copies of these are available on request.

It is the role of the Special Educational Needs Co-ordinator (SENCO) to line manage and deploy Teaching Assistants. She co-ordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and wider school context. The SENCO also coordinates advice given by outside agencies and ensures its full implementation.

Through self-review and continuous professional development, 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.

Aim 1: To increase the extent to which all children can access the curriculum.

Target	Actions	Timescale	Responsibility	Success Criteria
<i>Ensure all monitoring and actions are scrutinised and challenged by Governing Body</i>	<p><i>Pupil progress meetings to take place at the end of each term</i></p> <p><i>Data to be analysed by SLT with specific actions to be implemented</i></p> <p><i>Data to be submitted to governing body</i></p>	<i>Termly with full review and update in Autumn Governors meeting</i>	<i>Head teacher SENCO Governing Body, particularly Inclusion Governor and Teaching, Learning and Curriculum subcommittee</i>	<i>Governors fully informed about provision and progress of all learners Accessibility Policy and Plan is annually updated and posted on school website</i>
<i>Identification of pupils who may need additional / different provision</i>	<p><i>Identification of pupils who may need additional / different provision</i></p> <p><i>Referral to outside agencies if needed</i></p> <p><i>Liaise with nursery providers to review new starters</i></p> <p><i>Staff training to raise concerns about specific pupils with SENCO</i></p>	<i>Ongoing throughout the year</i>	<i>EYFS teacher SENCO All class teachers</i>	<i>Necessary procedures / equipment / strategies in place to support specific needs</i>
<i>Increased skills and confidence of all staff in differentiating the curriculum</i>	<p><i>Audit staff skills and confidence in differentiation</i></p> <p><i>Plan staff meeting based on the results of the audit</i></p>	<i>On-going throughout the year</i>	<i>Head teacher SENCO</i>	<i>Lesson observations demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation</i>

<i>Use ICT software to support learning</i>	<i>Ensure software/ apps are up to date and are meeting the needs of the curriculum as well as the learner</i>	<i>On-going</i>	<i>Computing co coordinator</i>	<i>Wider use of Computing resources to support learning</i>
<i>Compliance with the Equality Act 2010</i>	<i>Review all statutory policies to ensure that they reflect inclusive practice and procedure</i>	<i>On-going</i>	<i>Headteacher</i>	<i>All policies are in line with government recommendation</i>
<i>Collaboration and sharing between school and families</i>	<i>Communicate updates on referrals/ interventions/ success stories with parent or carers.</i>	<i>On going</i>	<i>Head teacher Teachers Teaching Assistants</i>	<i>Clear, collaborative working approach.</i>
<i>Collaboration between all key personnel</i>	<i>Maintain close liaison with outside agencies for pupils with additional needs</i> <i>Share success stories as well as difficulties with outside agencies to trail new strategies</i>	<i>On going</i>	<i>Head teacher Teachers Teaching Assistants Outside agencies</i>	<i>Clear, collaborative working approach.</i>

<p><i>Raise attainment and narrow any gaps in attainment that may exist</i></p>	<p><i>Monitor attainment of all pupils with additional needs during pupil progress meetings and regular liaison with parents</i></p> <p><i>Ensure interventions are planned and well-structured to plug gaps in learning</i></p> <p><i>Monitor attainment of all higher attaining / gifted and talented pupils during pupil progress meetings and regular liaison with parents</i></p>	<p><i>Half termly</i></p>	<p><i>Head teacher</i> <i>SENCO</i> <i>Teachers</i> <i>Teaching assistants</i> <i>Parents</i></p>	<p><i>Progress is evidenced within pupil progress meetings</i></p>
<p>Review PE curriculum to ensure PE is accessible to all</p>	<p>Teachers regularly liaise with sports coach</p>	<p><i>As required</i></p>	<p><i>Teachers</i> <i>Sports coaches</i></p>	<p><i>All pupils will be able to access PE sessions</i></p>
	<p>Teachers to update sports coaches of any additional needs to specific pupils</p> <p>After school clubs to be offered to all pupils</p>			

<p>Pupils, staff and parents / carers are aware of consequences in the event of negative disability-related language</p>	<p>Revision of staff handbook to include reference to negative disability-related language</p> <p>Positive Conduct policy for parents to be displayed in the entrance of school.</p>	<p><i>September 2021</i></p>	<p><i>Head teacher</i> <i>SENCO</i></p>	<p>Revised policy is approved by governors</p>
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Aim 2: To improve access to the physical environment

The School provision overall is Outstanding (Ofsted, 2017), despite some restraints with regards to the physical environment.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review to ensure that it is fit for purpose for all children and their specific needs.

Building work in the past decade has ensured that the school is accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

Target	Actions	Timescale	Responsibility	Success Criteria
<i>Physical environment of school remains attractive and engaging for all</i>	<i>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as lighting, colour schemes, and more accessible facilities and fittings.</i>	On going	Seniors Leaders School Business Manager	<i>Ensuring that school is accessible for all pupils despite their needs.</i>
<i>Visually stimulating environment for all children</i>	<i>Dyslexia friendly, lively displays in classrooms, with greater focus on practical / kinaesthetic learning</i>	On going	Teachers Teaching Assistants	<i>Monitoring shows all aspects are at least good. Learning environment walks and physical environment checks indicate that the area is fit for purpose</i>

<p>Awareness of access needs of pupils, staff, governors, parents/carers and visitors with disabilities</p>	<p><i>Create access plans for individual disabled pupils as and when required.</i></p> <p><i>Be aware of access needs for pupils, staff, governors' and parents and meet as appropriate</i></p>	<p>As required</p> <p>As required</p> <p>Induction and on-going if Required</p>	<p>Senior leaders School Business manager</p>	<p>School is accessible to all pupils/ staff/ governors and visitors</p>
	<p><i>Through questions and discussions, find out the access needs of parents / carers.</i></p> <p><i>Consider access needs during recruitment process</i></p>	<p><i>Admissions form for new parents / carers</i></p> <p><i>Recruitment process</i></p>		

<p><i>Pupils with medical needs are fully supported and have personal health care plans signed by parents.</i></p>	<p><i>Ensure data collection information is up to date</i></p> <p><i>Ensure that medication forms are signed as and when needed</i></p> <p><i>Health care plans to be completed for on going medical needs</i></p> <p><i>First aid training is up to date</i></p> <p><i>Any relevant medical training is planned (epilepsy, asthma etc) when a need is identified</i></p>	<p>Annually</p>	<p>SENCO</p> <p>First Aiders</p>	<p>Pupils with medical needs are able to access the whole of the curriculum</p>
<p><i>Roads and paths around school are as safe as possible</i></p>	<p><i>Communication with parents via safety messages / letters / walk to school week.</i></p> <p><i>Bike ability for Upper Key Stage 2 children</i></p> <p><i>Leaves and debris are cleared to ensure that paths are clear especially in the Autumn and Winter months</i></p> <p><i>Reporting of potential risks are identified and risk</i></p>	<p>On going</p>	<p>Senior Leaders</p> <p>School Business Manager</p> <p>Health and Safety Governor</p> <p>Caretaker</p>	<p>No accidents</p>
	<p><i>assessments are put in place</i></p>			

<i>All pupils with mobility issues can be safely evacuated</i>	<p><i>All personal emergency evacuation plans (PEEPs) are in place and up-to-date, and that staff (including new staff) are aware of the procedures</i></p> <p><i>Evaluations of fire drills are coherent and address any difficulties</i></p> <p><i>All staff are aware of the fire drill procedure</i></p>	<i>As required</i>	<p>SENCO</p> <p>Headteacher</p> <p>Class teachers</p> <p>TAs</p>	<p>Successful fire drills</p> <p>Plans for evacuation on display in classrooms</p>
<i>Layout of school allows access for all pupils to all areas e.g. toilet provision</i>	<i>Consider needs of disabled pupils, parents / carers or visitors when considering any redesign</i>	<i>As required</i>	Head teacher	Toilets accessible
All Educational visits to be accessible to all pupils	<p>Investigation of venues before the trip</p> <p>Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness.</p>	<i>As required</i>	Teachers	<p>Written confirmation of venues.</p> <p>Risk Assessments carried out.</p> <p>Successful trips for all children</p>