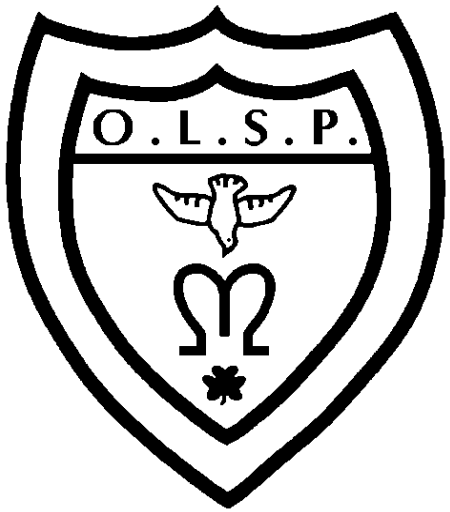
Our Lady and St Patrick's
Roman Catholic
Nursery and Primary School



Accessibility Plan

Last reviewed: **Autumn** **2017**
Next review: **Autumn** **2020**

Accessibility plan

2017-2020

The Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

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 Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

Section 1: Vision statement

At Our Lady & St Patrick's RC Primary school we aim to provide an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their needs. We are committed to challenging negative attitudes about disability and accessibility and aim to develop a culture of awareness, tolerance and inclusion.

Section 2: Aims and objectives

Our aims are to:

- Improve and maintain access to the physical environment
- Increase access to the curriculum for pupils with a disability
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- School Development Plan
- SEND Policy
- Safeguarding policy
- Health & Safety policy
- Equal Opportunities Policy

The Governing body will share this Accessibility plan with all staff members and put it on the school's website for parents. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Access to the Physical Environment					
Aim	**Current good practice** *Include established practice and practice under development*	**Strategy/Actions to be taken**	**Person responsible**	**Time**	**Success criteria**
Improvements to aid those with visual impairment	Lines painted on the external steps.	Maintenance of external steps & manhole covers highlighted in yellow / non-slip paint. Internal steps to be highlighted	Caretaker	Ongoing	Hazards highlighted and all areas monitored and maintained.
Improvements to the toilets.	We have installed a hand rail in both the Y3/4 boy's toilet and Y5/6 boy's toilets and purchased a removable toilet booster seat and step to support a child to use the toilet. We have a disabled toilet on the ground floor, with a handrail. It also has a safe waste disposable bin.	All toilets to have a hand rail facility so a child with a physical impairment can access any toilet in the school. (Short term- handrails installed as required by individuals in year groups)	CAST	Long term	All toilets are accessible to children who need additional support.

Access to the school site	We have installed a lift to the upper floor, this means wheelchair users or people with restricted mobility can access the hall. Level access to Key stage 2 classes via rear of premises. Access to FSU and C1 via nursery garden. Level access to C2 vi reception We have a designated disabled parking space in our carpark. Risk assessment carried out when a child has mobility/ accessiblity issues	Ramps to all classrooms in Key stage 2. (Currently Class 3 is accessed through Class 4. All classes are access via the back of the school) Sloped pathway the playground from KS2, to enable all to assemble on playground emergency assembly point. Improve access to the field	SW CAST CAST	Long term Long term Long term	Children with restricted mobility can access all areas of the school.
Personal care for pupils	We have a disabled toilet with a safe waste disposable bin. Changing mat available in the disabled toilet and in FSU.	Wet room to wash and change children. A pull down changing table in the FSU.	CAST SW	Long term Medium term	Children's personal care needs are met.
To consult parents, children and other agencies about school priorities for increasing access to the site and classrooms	Informal discussion with parents, children etc – particularly those with disabilities ongoing or temporary	Completion of the Access Audit annually and as required by school admissions	SEN SLT SW	Ongoing	Children's site access needs are met. Parents and other stakeholders access needs are met
Access to the Curriculum					

Aim	Current good practice *Include established practice and practice under development*	Strategy/Actions to be taken	Person responsible	Time	Success criteria
Continue to develop inclusive, quality first teaching	SLT observation notes.	SLT to continue to do 'walk throughs' with a focus on SEND. SENDCo and Governor focused visits. SENCo to share Devon's Graduated Approach document with staff.	SLT SENDCo	Ongoing Short term	Observations show the needs of children with SEND are being met in class.
Increase staff awareness of specific learning difficulties (Spld)	SENCo has been on a training day on Spld.	Training for teaching staff & TAs on Spld. Speech and Language therapist is available to come in and train the staff on the implementation of language programmes. Book for Spring Term 2018.	SENDCo		Staff are aware of a range of Spld and can relate this to the children in their class. Staff can put strategies in place to ensure all children are able to access all parts of the curriculum regardless of their spld.
ICT is used to support access to the curriculum	Laptops are available for some pupils in Key Stage 2 to use who find recording work particularly difficult. We have 30 IPads for staff and children to use.	ICT opportunities to be extended to all children who find recording work difficult. ICT software to be purchased that improves accessibility, such as text reading. Increase use of IPads and accessibility. Training for staff on accessibility using the IPads.	Admin/ICT lead to look into funding Admin/ICT lead/SENDCo SENDCo and ICT leader	Medium term Medium term Short term Short term	Children with SEND are able to have alternative ways of accessing the curriculum through ICT.
Appropriate use of specialised equipment to benefit individual children		Resources to support children with additional needs are purchased and replenished, such as fidget toys, colour overlays, sloped writing board, pencil grips etc.	Admin/Teachers/ SENDCo	Ongoing	Children with additional needs have the resources they need to fully access the curriculum.
Improve the quality of provision for	We have a pastoral support team who run THRIVE and Rainbows interventions. They often will see	Seek funding for a porta-cabin for Pastoral Support. This can be for Family Support, THRIVE, Rainbows and a space children can	Governors & CAST	Long term	Children who need a tranquil space or safe space due to their

children with emotional needs.	children for 'drop-ins' if a child needs support on a particular day. We have a small THRIVE room, at the back of Class 4, where children can speak to the pastoral team in private. We have a spiritual reflection area in the library. Children can use this area to pray or to have time to sit quietly and reflect. We have a family support worker than can support parents with strategies to help children with additional needs. Pets as Therapy / Reading Dogs visit school premises twice weekly to engage those who need emotional support.	go when they need some tranquil space.			emotional needs have a designated space. Parents have a private place to talk to professionals. Staff have a space to work with children who need emotional support.
Improve multisensory resources in Key Stage 1 and 2		Staff to be more aware of children who have sensory needs and how they can support them. Teachers show they are supporting multi-sensory needs in their planning. Multi-sensory resources are purchased for Key Stage 1 & 2	SENCo / Health team Teachers Admin/ SENCo	Short term Medium term Medium term	Children's sensory needs are met, helping to reduce barriers to learning.
Improve Sports provision and inclusion for children with disabilities	Use of external sports specialists including additional support with swimming	Individual Sports plans for children where necessary	SEN PE lead	Ongoing	Children's curriculum needs are met.

Access to Written Information					
Aim	**Current good practice** *Include established practice and practice under development*	**Strategy/Actions to be taken**	**Person responsible**	**Time**	**Success criteria**
'Reader friendly' written information is available to pupils with specific needs	Staff are aware of pupils in their class that need written material in another format for worksheets, such as coloured paper or different fonts. They adjust IWB settings accordingly. We have previously brought text books with coloured pages for pupils.	End of year transition meetings ensure all staff are aware of the pupil's needs and resources needed. 'Reader friendly' materials are used in a whole school approach, for example, PowerPoints in assemblies. Displays around the school show fonts and colours have been changed for pupils. Purchase reading material for the school library and e-books that are in a 'reader friendly colour and font'.	Class teachers / SENDCo All staff Admin / LA /SENCo / Literacy lead	Short term Long term Long term	Good transition between classes with resources shared. We are a 'Reader friendly' school.
Availability of written material in alternative formats when specifically requested.		Staff and parents to be aware of services available for converting written information into alternative formats. Training of how to use IPads to read text.	ICT lead	Medium term	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.

Approved by: FGB

Date: 8th December 2016

Next review date: December 2019

Section 3: Access audit

Feature *For example:*	**Description**	**Actions to be taken**	**Person responsible**	**Date to complete actions by**
Number of storeys	Two storey when entering via reception. Lift available to access first floor. Sloped pathways / access to all classrooms, except classroom 3. Some physical restrictions internally between classrooms, also steps between KS2 block and the playground. (Evacuation assembly point)	Fund and Construct sloped meandering pathway through "quiet area", between KS2 classrooms and playground.	Governors	Long term
Corridor access	Corridors clear and minimum 1.0m clearance maintained throughout	Remind staff to keep accesses clear	All staff	ongoing
Lifts	Serviced 6 mthly and annual statutory inspection	Nil	-	-
Parking bays	Disabled Car park space available	Nil	-	-
Entrances	Clear and minimum width maintained	Nil	-	-
Ramps	Checked and in good order	Nil	-	-
Toilets	Only KS2 boy's toilets have handrails.	All toilets to have a hand rail facility so a child with a physical impairment can access any toilet in the school.	Governors	Medium term
Reception area	Sloped access, level threshold door sill. Door can be opened double width if required	Nil	-	-

Internal signage	Satisfactory	Nil	-	-
Emergency escape routes	Adequately signed and clear. Personal Emergency Evacuation Plans (PEEPS) currently in place for two children updated as required	Nil	SLT / SW	