

Our Lady's RC Primary School



Accessibility & Disability Policy

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Signed: (Person Responsible) **Date:**

Signed: (Headteacher) **Date:**

Signed: (Chair/Governor) **Date:**

School Mission statement

"Learning and loving together; we grow with Jesus"

Our Core Values

During our September 2015 INSET day we renewed both our Mission Statement and Core Values.

During the day the feedback from parents, and the views expressed by the children during sessions in the previous summer term played a prominent role in the decisions we made.



Our new Mission Statement is:

"Learning and loving together; we grow with Jesus"

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

Faithful
Nurturing
Respectful

Positive
Forgiving
Honest

Safe
Fair



Our Mission is represented by the design above. 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**.

Introduction

Disability is defined by the Equality Act (2010):

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 2001 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. Some classrooms are relatively small and cannot easily accommodate additional physical resources to support a child with specific needs. As a result, we aim to meet individual pupils' needs on an individual basis. There is a fully accessible disabled toilet off the main hall. 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 (e.g. annual training on anaphylaxis) and medical illness (Diabetes and epilepsy).

Further, 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. 'P' level data for pupils with Statements of

Special Educational Needs is submitted to the Local Authority (LA) annually so that comparisons with similar pupil groups can be made.

Attendance of all disabled pupils is exemplary and where issues of illness are a particular feature of their disability the necessary adaptations to the school day are made.

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
- Epilepsy

When this Policy was last reviewed we had no wheelchair dependent pupils, parents or members of staff.

Action plan 2012-2017

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 to access to the curriculum and to ensure full participation in the school community for pupils, and prospective 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.

<i>Target</i>	<i>Actions</i>	<i>Timescale</i>	<i>Responsibility</i>	<i>Success Criteria</i>
<i>Ensure all monitoring and actions are scrutinised and challenged by Governing Body</i>	<i>To evaluate and review this plan and the attainment and progress of all pupils</i>	<i>Termly with full review and update in Autumn term annually</i>	<i>Head teacher SENCO Governing Body, particularly Inclusion Governor and Teaching, Learning and Curriculum (Standards?) subcommittee</i>	<i>Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website</i>
<i>Identification of pupils who may need additional / different provision</i>	<i>Identification of pupils who may need additional / different provision</i>	<i>Liaise with nursery providers to review potential intakes</i>	<i>Annual EYFS teacher in the first instance</i>	<i>Necessary procedures / equipment / ideas in place by September</i>
<i>Increased skills and confidence of all staff in differentiating the curriculum</i>	<i>Be aware of staff training needs and assign CPD accordingly</i>	<i>On-going and as required</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>Make sure software installed where needed</i>	<i>On-going and as required</i>	<i>SENCO</i>	<i>Wider use of SEN 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>On-going</i>	<i>No policy conflicts with principles of equality of opportunities for all</i>
<i>Collaboration and sharing between school and families</i>	<i>Maintain close liaison with parents.</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 on-going health needs e.g. children with severe asthma, epilepsy or mobility issues</i>	<i>On going</i>	<i>Head teacher Teachers Teaching Assistants Outside agencies</i>	<i>Clear, collaborative working approach.</i>
<i>Raise attainment and narrow any gaps in attainment that may exist</i>	<i>Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents</i>	<i>Termly</i>	<i>Head teacher SENCO Teachers Parents</i>	<i>Progress made towards IEP targets Assessment shows clear steps and progress made</i>
<i>Raise attainment and narrow any gaps in attainment that may exist</i>	<i>Monitor attainment of all higher attaining / gifted and talented pupils during pupil progress meetings and regular liaison with parents</i>	<i>Termly</i>	<i>Head teacher SENCO Teachers Parents</i>	<i>Assessment shows clear steps and progress made, ultimately towards Level 3 at end of Key Stage 1 and Level 5 and 6 at end of Key Stage 2</i>
<i>Review PE curriculum to ensure</i>	<i>Teachers regularly liaise with sports coach</i>	<i>As required</i>	<i>Teachers Sports coaches</i>	<i>All to have access to PE and be able to excel</i>

PE accessible to all				
Pupils, staff and parents / carers are aware of consequences in the event of negative disability-related language	Revision of staff handbook to include reference to negative disability-related language	<i>September 2015</i>	<i>Head teacher SENCO</i>	Revised policy is approved by governors

Aim 2: To improve access to the physical environment

The School provision overall is good (Ofsted, 2012), despite considerable restraints with regard 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. Our self-review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's needs are known.

Building work in the past decade has ensured that the school is partially 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>Ensure all monitoring and actions are scrutinised and challenged by Governing Body.</i>	<i>To evaluate and review this plan and the attainment and progress of all pupils.</i>	<i>Termly, with full review and update in Autumn term annually</i>	<i>Head teacher SENCO Governing Body, particularly Health and Safety Governor and Resources sub-committee</i>	<i>Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website</i>
<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 improved access, lighting, and colour schemes, and</i>	<i>On going</i>	<i>Seniors Leaders School Business Manager</i>	<i>Enabling needs to be met where possible.</i>

	<i>more accessible facilities and fittings.</i>			
<i>Visually stimulating environment for all children</i>	<i>Colourful, lively displays in classrooms, with greater focus on practical / kinaesthetic learning</i>	<i>On going</i>	<i>Teachers Teaching Assistants</i>	<i>Monitoring shows all aspects are at least good, with few essential actions: learning environment walks physical environment checks</i>
<i>Awareness of access needs of pupils, staff, governors, parents/carers and visitors with disabilities</i>	<i>Create access plans for individual disabled pupils as part of the IEP process when required. Be aware of staff, governors' and parents' access needs and meet as appropriate Through questions and discussions, find out the access needs of parents / carers. consider access needs during recruitment process</i>	<i>As required As required Induction and on-going if required Admissions form for new parents / carers Recruitment process</i>	<i>Senior leaders School Business manager</i>	<i>Needs are met</i>
<i>Pupils with medical needs are fully supported and have personal health care plans signed by parents.</i>	<i>Provide training in use of Epi-Pen (for all); administering medicines (for qualified first aiders)</i>	<i>Annually</i>	<i>SENCO</i>	<i>100% of employees receive EpiPen training</i>
<i>Roads and paths around school are as safe as possible</i>	<i>Communication with parents via safety</i>	<i>On going</i>	<i>Senior Leaders School Business Manager</i>	<i>No accidents</i>

	<i>messages / letters / walk to school week. Bikeability for Year 4 children</i>		Health and Safety Governor	
<i>All pupils with mobility issues can be safely evacuated</i>	<i>All personal emergency evacuation plans (PEEPs) are in place and up-to-date, and that staff (including new staff) are aware</i>	<i>As required</i>	Inclusion Manager	Successful Fire drills Plans for evacuation on display in classrooms
<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
Improve accessibility and health and safety of all cloakrooms especially Key stage 2	Replace old, ineffective coat pegs, and consider fitting of a shelf above/ storage below for PE kits etc.	<i>Summer 2016</i>	Head teacher School Business Manager	Work carried out
All Educational visits to be accessible to all pupils	Investigation of venues e.g. swimming baths. Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness.	<i>As required</i>	Teachers	Written confirmation of venues. Risk Assessments carried out.

