

Accessibility plan 2018-21

Our Lady of the Angels Catholic Primary School



Approved by: Amelia Harding

Date: 8 July 2018

Next review due by: July 2019

Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit	7

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Mission Statement :

The community of Our Lady of the Angels School has Christ's love as its rock. We work together and spread the Gospel Values in a place where everyone learns to love and loves to learn.

Definition of Special Educational Needs and Disabilities:

(SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age;

or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including [parents, staff and governors of the school](#).

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

GREEN = Embedded

AMBER = Started but needs further work

RED = Priority

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with additional needs	<p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>When a child is having difficulty accessing the curriculum due to an additional need outside advice is sought and acted upon</i></p>	<p>To ensure that the school is making 'reasonable adjustment' (see appendix 1 for 'reasonable adjustment' checklist) in providing the best outcomes for all</p>	<p>Analysis of half termly data</p> <p>Learning Walks / lesson observations</p> <p>Provision mapping / monitoring interventions</p> <p>Links established with outside agencies</p>	<p>SENCO/HT</p> <p>SENCO</p> <p>SENCO</p>	<p>Half- termly</p> <p>On-going</p> <p>On-going</p>	<p>Children with a SEN will be picked up on swiftly and targeted for intervention / differentiation to support their learning and improve their outcomes</p> <p>Children with SEN are getting a individualised plan to support their learning to achieve the best possible outcomes</p>

	<p><i>Our school is developing a differentiated curriculum for all pupils.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Resources are being developed which are tailored to the needs of pupils who require support to access the curriculum, particularly ICT resources</i></p>	<p>For differentiation to be sustained across all classes by all teachers</p> <p>For all ILP targets to be SMART and measurable</p> <p>Children with SEN will have access to the resources they need to support their learning</p> <p>ICT to support their learning</p>	<p>Teacher inset on differentiation</p> <p>SENCO/SLT /HT to monitor teaching and learning as well as planning to ensure this is ongoing</p> <p>SENCO to 'quality assure' ILP targets set and measure termly how many ILP targets have been achieved</p> <p>Tablets available in all classrooms to include apps to support children's learning</p> <p>Laptop for children who require</p> <p>Sound buttons for children with auditory processing delay</p> <p>Language Link - to identify children with language delay</p>	<p>SENCO</p> <p>SENCO / HT / SLT</p> <p>SENCO</p> <p>SLT</p>	<p>Spring 18</p> <p>On-going</p> <p>Spring 18</p> <p>On-going</p> <p>SEPT 18</p> <p>Summer 1 18</p> <p>Summer 2 18</p>	<p>Children at every level will have tasks appropriately aimed at their level and will provide a good balance of scaffolding and challenge to ensure they make an appropriate level of progress</p> <p>Children with SEN will have appropriate targets set to ensure there are no gaps and next steps are being planned for</p> <p>Children with SEN's learning is enhanced by using technology to support their learning</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>Coloured overlays for children with visual difficulty</p> <p>Specially shaped pencils for pupils with grip difficulty</p> <p>Resources to support children with ASC: wobble spot, feelings wheel, fiddle toys</p>		<p>Autumn 1 17</p> <p>Autumn 1 17</p> <p>Autumn 2 18</p>	
	<p><i>Improve the quality of provision for children with specific emotional needs</i></p>	<p>Children with social /emotional needs have access to thrive practitioner, safe space and lunch club</p>	<p>Thrive training for practitioner, CPD update for existing practitioner</p> <p>Staff inset</p> <p>Lunch club to be run everyday</p>	<p>HT/SENCO/ Pastoral TA</p>	<p>Autumn 1 18</p> <p>Summer 2 18</p>	
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> ● <i>Stair lifts</i> ● <i>Elevator</i> ● <i>Corridor width in most areas</i> ● <i>Disabled parking bay this could be better placed within the car park</i> ● <i>Disabled toilets and changing facilities</i> 	<p>Children with additional needs feel comfortable and able to access their environment</p>	<p>Maintenance ongoing</p> <p>Re-paint the disabled bay over the summer?</p>	<p>SENCO/HT/ CARETAKER?</p>	<p>SEPT 18</p>	<p>Easier access to car park</p>

	<ul style="list-style-type: none"> • <i>Library shelves at wheelchair-accessible height</i> • <i>Path to playing field needs the surface improved for wheelchair users</i> • <i>Handrail in disabled toilet</i> 	Wheelchair users feel safer to navigate the path down to the playing field	<p>Get quotes for work - possibly get 'accessibility funding' from LA?</p> <p>Quote for grab rail/fitting</p>	SENCO /HT	By end of Autumn 1 18/19	Safer access to playing field
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Breaking down information into smaller chunks</i> • <i>Pictorial or symbolic representations</i> 	Ensure that children are able to access information around the school		SENCO/ All Staff	By end of Autumn 2 18/19	Children are able to follow instructions and communicate well with other children and adults

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and Governor with responsibility for SEN.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour Policy
- Assessment Policy

