

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



Accessibility Plan

Last reviewed: April 2025
Next review: April 2028

Accessibility plan

2025-2028

The Equality Act 2010 makes it illegal for a school's responsible body to discriminate against, harass, or victimise a pupil or prospective pupil in the following areas:

- during the admissions process,
- in how education is delivered,
- in how access is provided to benefits, facilities, or services, or
- through exclusion or by subjecting the pupil to any other disadvantage.

Schools are required to have accessibility plans that focus on:

- increasing opportunities for disabled pupils to participate in the curriculum,
- enhancing the physical environment to help disabled pupils benefit more fully from education, facilities, and services, and
- making information more accessible to disabled pupils.

Under the Act, a disabled person is defined as someone with a physical or mental impairment that significantly and negatively affects their ability to perform everyday tasks. This impact must be substantial, long-term, and adverse. The definition includes physical disabilities, sensory impairments, mental health conditions, and learning disabilities.

Section 1: Vision statement

At Our Lady & St Patrick's RC Primary School, we strive to create an inclusive and accessible environment that respects and embraces the diverse needs of all pupils, staff, parents, and visitors. We are dedicated to promoting positive attitudes towards disability and accessibility, and we are committed to fostering a culture of awareness, acceptance, and inclusion for everyone in our school community.

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 - SIP & SEF
- SEND Policy
- Safeguarding policy
- Health & Safety policy
- Equal Opportunities Policy

The school will share this Accessibility Plan with all staff members and make it available on the school website for parents and carers. It is the collective responsibility of the entire school community to implement this plan in a way that upholds and promotes the inclusive values and ethos of Our Lady & St Patrick's RC Primary School.

Access to the Physical Environment					
Aim	Current good practice <i>Include established practice and practice under development</i>	Strategy/Actions to be taken	Person responsible	Time	Success criteria
Improvements to aid those with visual impairment	Lines painted on the external steps. Yellow lines on internal stairs. Yellow handrails up the slope into school	Maintenance of external steps & manhole covers highlighted in yellow / non-slip paint. Maintenance of yellow paint on poles. High contrast pens and paper or text and background. Resources blown up to a suitable size.	Caretaker Teacher/Leader	Ongoing To be refreshed as necessary Daily	Hazards highlighted and all areas monitored and maintained. Any children with a sight impairment have the same access to resources and provision is appropriate to need.
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	All toilets to have a hand rail facility so a child with a physical impairment can access any toilet in the school.	CAST and caretaker	Long term	All toilets are accessible to children who need additional support.

	<p>toilet booster seat and step to support a child to use the toilet.</p> <p>We have a disabled toilet on the ground floor, with a handrail. It also has a safe waste disposable bin.</p>	(Short term- handrails installed as required by individuals in year groups)			We have a small number of children who will require more changing facilities as they grow. We are in discussion with CAST around the long term support for these pupils.
Access to the school site	<p>There is a lift installed to the upper floor, this means wheelchair users or people with restricted mobility can access the hall.</p> <p>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</p> <p>We have a designated disabled parking space in our carpark. The lines have been repainted to ensure it is clear this is a designated parking space for disabilities. The car park has been resurfaced meaning a smoother access for wheelchair users.</p> <p>Risk assessment carried out when a child has mobility/ accessibility issues. This includes a temporary mobility issue such as an injury requiring them to be on crutches.</p>	<p>Ramps to all classrooms in Key stage 2. (Currently Class 3 is accessed through Class 4. All classes have access via the back of the school)</p> <p>Sloped pathway from KS2, to enable all to assemble on the playground emergency assembly point.</p> <p>Maintain all weather track for more gentle sloped wheelchair access to the field.</p> <p>Main pedestrian path to the school to be resurfaced to ensure it is smooth.</p>	<p>CB/RO</p> <p>CAST</p> <p>CAST</p>	<p>Long term</p> <p>Long term</p> <p>ongoing</p> <p>Medium term</p>	Children with restricted mobility can access all areas of the school including fire assembly point, from KS2 classrooms and can leave from their classroom door.
Personal care for pupils	<p>We have a disabled toilet with a safe waste disposal bin.</p> <p>Changing mat available in the disabled toilet and in FSU.</p>	<p>Wet room to wash and change children.</p> <p>A pull down changing table in the FSU/standing aid to support nappy changes for those children with mobility difficulties.</p>	<p>CAST</p> <p>CL/RO</p>	<p>Long term</p> <p>Medium term</p>	Children's personal care needs are met.

	PPE available for staff to use.				
To consult parents, children and other agencies about school priorities for increasing access to the site and classrooms	<p>Informal discussion with parents, children etc – particularly those with disabilities ongoing or temporary.</p> <p>Formal discussions with health care professionals to create individualised health care plans for those children who require them.</p>	Completion of the Access Audit annually and as required by school admissions	SENCo - RO SLT	Ongoing	Children's site access needs are met. Parents and other stakeholders (mainly health) ensure access needs are met
Access to the Curriculum					
Aim	Current good practice <i>Include established practice and practice under development</i>	Strategy/Actions to be taken	Person responsible	Time	Success criteria
Continue to develop inclusive, quality first teaching	<p>SLT observation notes.</p> <p>Use of Widget to support communication and interaction needs and support development of language for children with cognition and learning needs.</p> <p>OAIP framework and the graduated approach to SEND used to identify and support children with needs.</p> <p>Liaising with advisory teachers e.g. VI advisory teacher to ensure access to the full curriculum.</p> <p>Visual timetables used as universal provision.</p>	<p>SLT to continue to do 'walk throughs' with a focus on SEND. SENDCo and Governor focus visits.</p> <p>CPD for staff and subject leaders focused on supporting the 4 broad areas of need in each separate foundation curriculum area in addition to core subjects.</p> <p>Ensure children can articulate their specific targets and are given regular opportunities to identify what helps them to overcome barriers to learning.</p>	<p>SLT</p> <p>SENDCo</p> <p>SLT</p>	<p>Ongoing</p> <p>Short term</p> <p>Short term</p>	Observations show the needs of children with SEND are being consistently met in class.
Increase staff awareness of specific learning	<p>Dyslexia training for SENDCo.</p> <p>Specialist SALT training for TAs.</p>	Training for teaching staff & TAs on Spld.	SENDCo	Short term	Staff are aware of a range of Spld and can relate this to the children in their class

difficulties (Spld)	<p>Liaison with professionals e.g. communication and interaction team - attend clinics with staff.</p> <p>SENCO has completed National Award for SEN and Mental Health Champion training.</p>	<p>Speech and Language therapist is available to come in and train the staff on the implementation of language programmes.</p> <p>Continue to work with C&I team and SEMH team to develop staff awareness.</p> <p>Explore ongoing trauma informed practice training for more staff.</p> <p>Educational Psychologist to deliver CPD to teaching staff on working memory.</p>	<p>SALT</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>EP and SENDCo</p>		<p>to improve outcomes and provision.</p> <p>Staff can put strategies in place to ensure all children are able to access all parts of the curriculum regardless of their spld.</p>
ICT is used to support access to the curriculum	<p>Chromebooks are available for some pupils in Key Stage 2 to use who find recording work particularly difficult.</p> <p>Designated tablets available to support children with a visual impairment.</p>	<p>Training for staff on specific websites/resources available to support children with their recording e.g. Widget, typing practice and Reading Eggs programme.</p>	<p>SENDCo and Curriculum leaders</p>	<p>Medium term</p>	<p>Children with SEND are able to have alternative ways of accessing the curriculum through ICT.</p>
Appropriate use of specialised equipment to benefit individual children	<p>Ear defenders, overlays, writing slopes, pencil grips, concentrators, weighted lap cushions, wrap blankets, chromebooks, tinted books, enlarging dome, wobble cushions, vibrating cushions, wobble feet boards, booths.</p>	<p>Resources to support children with additional needs are purchased and replenished, such as fidget toys, colour overlays, sloped writing board, pencil grips etc.</p> <p>Liaise with healthcare professionals to ensure specialised equipment is provided for those children who require it. e.g. standing aids.</p> <p>Resources to be purchased to support gross and fine motor interventions for the above intervention.</p> <p>Sensory room to be developed in the Clubhouse with the support from fundraising and the school PTFA.</p>	<p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENCo</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Short Term</p> <p>Within a year</p>	<p>Children with additional needs have the resources they need to fully access the curriculum.</p> <p>Children have access to a designated sensory space.</p>

<p>Improve the quality of provision for children with emotional needs.</p>	<p>The school is Trauma Informed and prides itself on staff having excellent relationships with children.</p> <p>We have a designated Family Support Worker who works directly with children and families for 1 day every week.</p> <p>We have a designated Attendance Officer who monitors attendance and works directly with families to support good school attendance.</p> <p>Early Help is open and active for a number of our families and school staff have developed their understanding and awareness of Early Help.</p>	<p>Ongoing trauma informed training from members of staff who have undertaken the Trauma Informed Diploma.</p> <p>Look for grants to further develop provision for a better equipped sensory room/pod.</p> <p>We are limited in terms of meeting space for TAF/wider professional meetings. Explore funding for an outdoor classroom/pod. Which could also become a private space for the FSW to meet with individual children to provide sand play based therapy and other interventions.</p>	<p>SENDCo</p> <p>SENCO Governors SLT</p> <p>SENCO Governors SLT</p>	<p>Long term</p> <p>Long term</p> <p>Long term</p>	<p>Children who need a tranquil space or safe space due to their emotional needs have a designated space.</p> <p>Parents have a private place to talk to professionals.</p> <p>Staff have a space to work with children who need emotional support.</p>
<p>Improve multisensory resources in Key Stage 1 and 2</p>	<p>We have increased the variety and number of sensory resources available to the children.</p>	<p>Teachers show they are supporting multi-sensory needs in their planning and this is clear in provision</p> <p>Continue to work with wider professionals such as Physio/OT to ensure recommendations are being followed.</p> <p>Multi-sensory resources are purchased for Key Stage 1 & 2</p> <p>Sensory breaks with specific resources are built into children's timetables.</p>	<p>SENCo / Health team</p> <p>Admin/ SENCo</p>	<p>Short term</p> <p>Medium term</p> <p>Medium term</p> <p>ongoing.</p>	<p>Children's sensory needs are recognised and met, helping to reduce barriers to learning.</p>
<p>Improve Sports provision and inclusion for children with disabilities</p>	<p>Use of external sports specialists including additional support with swimming</p>	<p>Individual Sports plans for children where necessary</p> <p>Ongoing work with PD advisory teacher.</p>	<p>SEN PE lead</p> <p>PD advisory teacher</p>	<p>Ongoing</p>	<p>Children's curriculum needs are met.</p>

Access to Written Information					
Aim	Current good practice <i>Include established practice and practice under development</i>	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.	End of year transition meetings ensure all staff are aware of the pupil's needs and resources needed.	Class teachers / SENDCo	Short term	Good transition between classes with resources shared.
	Reading overlays and tinted books purchased for students who require them.	'Reader friendly' materials are used in a whole school approach, for example, Presentations in assemblies. Displays around the school are communication friendly.	All staff	ongoing	We are a 'communication friendly' school.
	Access to digital book database and a tablet for children with a visual impairment. .	Hessian boards in classrooms to support a communication friendly space.	Admin / LA /SENCo / Literacy lead	ongoing	
Availability of written material in alternative formats when specifically requested.	Widget used to support children with C&I and Cog&L needs.	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.	SENCO	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 on _____

Date: 21st April 2025

Next review date: April 2028

Section 3: Access audit

Feature <i>For example:</i>	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	Ramp up to school to be resurfaced	Governors	Long term
Toilets	All toilets have a hand rail facility	Nil		
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.	Nil	SLT / RO	

	Personal Emergency Evacuation Plans (PEEPS) updated and created as required			
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