

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



## Accessibility Plan

Last reviewed: January 2022  
Next review: January 2025

Accessibility plan

2022-2025

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.

| <b>Access to the Physical Environment</b>        |   |  |                           |   |   |
|--|---|--|---------------------------|---|---|
| <b>Aim</b>                                       | <b>Current good practice</b><br><i>Include established practice and practice under development</i>  | <b>Strategy/Actions to be taken</b>  | <b>Person responsible</b> | <b>Time</b>                                 | <b>Success criteria</b>   |
| Improvements to aid those with visual impairment | Lines painted on the external steps.<br>Yellow lines on internal stairs.<br>Yellow handrails.   | Maintenance of external steps & manhole covers highlighted in yellow / non-slip paint.<br><br>Maintenance of yellow paint on poles.  | Caretaker                 | Ongoing<br><br>To be refreshed as necessary | 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.<br><br>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.<br><br>(Short term- handrails installed as required by individuals in year groups) | CAST and caretaker        | Long term                                   | All toilets are accessible to children who need additional support. |

|   |   |  |                                      |  |   |
|---|---|--|--------------------------------------|--|---|
| <p>Access to the school site</p>  | <p>We have installed a lift 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 via 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. .</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>Improve access to the field.</p> <p>Tarmac outside the Foundation Stage unit to be repaired, some dips and branches breaking through.</p> <p>Main pedestrian path to the school to be resurfaced to ensure it is smooth.</p> | <p>CL/RO</p> <p>CAST</p> <p>CAST</p> | <p>Long term</p> <p>Long term</p> <p>Long term</p> <p>Medium term</p> <p>Long term</p> | <p>Children with restricted mobility can access all areas of the school including fire assembly point, from KS2 classrooms.</p> |
| <p>Personal care for pupils</p>   | <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>PPE available for staff to use.</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>  | <p>Children's personal care needs are met.</p>  |
| <p>To consult parents, children and other agencies about school priorities for increasing access to the site and classrooms</p> | <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>   | <p>Completion of the Access Audit annually and as required by school admissions</p>  | <p>SENCo - RO<br/>SLT</p>            | <p>Ongoing</p>   | <p>Children's site access needs are met. Parents and other stakeholders (mainly health) ensure access needs are met</p>         |

| Access to the Curriculum  |   |  |   |  |  |
|---|---|--|---|--|--|
| Aim   | Current good practice<br><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>Devon's Graduated Response framework used to identify and support children with SEND.</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>SEND review planned in January 2022.</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> | <p>Observations show the needs of children with SEND are being met in class.</p>   |
| Increase staff awareness of specific learning difficulties (Spld) | <p>Dyslexia training for SENDCo.</p> <p>Specialist SALT training for TAs Autumn term 2021.</p> <p>Liaison with professionals e.g. communication and interaction team - attend clinics with staff.</p> <p>SENCO has completed National Award for SEN (December 2021)</p>   | <p>Training for teaching staff &amp; TAs on Spld.</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&amp;I team and SEMH team to develop staff awareness.</p> <p>Explore trauma informed practice training for more staff.</p>  | <p>SENDCo</p> <p>SALT</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> | <p>Short term</p>                                  | <p>Staff are aware of a range of Spld and can relate this to the children in their class 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> |

|   |   |   |   |  |   |
|---|---|---|---|--|---|
|   |   | 2 x TAS to attend Fun fit and High 5 training to improve provision for children with Physical and Sensory needs.  |   |  |   |
| ICT is used to support access to the curriculum                         | Chromebooks are available for some pupils in Key Stage 2 to use who find recording work particularly difficult.   | Training for staff on specific websites/resources available to support children with their recording e.g. Widget, typing practice and Reading Eggs programme.   | SENDCo and Curriculum leaders                                       | Medium 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 | <p>Ear defenders, overlays, writing slopes, pencil grips, concentrators, weighted lap cushions, wrap blankets, chromebooks, tinted books, enlarging dome, wobble cushions, vibrating cushions, wobble foot boards, booths.</p> <p>THRIVE sensory room developed in the clubhouse.</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 specialized equipment is provided for those children who require it. e.g. standing aids.</p> <p>2 x TAs to attend Fun Fit and High 5 training.</p> <p>Resources to be purchased to support gross and fine motor interventions for the above intervention.</p> | <p>SENDCO</p> <p>SENDCo</p> <p>SENDCo</p>                           | <p>Ongoing</p> <p>Ongoing</p> <p>Short Term</p>    | Children with additional needs have the resources they need to fully access the curriculum.   |
| Improve the quality of provision for children with emotional needs.     | <p>We have a pastoral support team who run THRIVE and Rainbows interventions. They often will see children for 'drop-ins' if a child needs support on a particular day.</p> <p>We have developed a sensory THRIVE room in the clubhouse which is used for pastoral interventions.</p> <p>Early Help is open and active for a number of our families and school staff have developed their</p> | <p>Explore training to become a trauma informed school with more members of staff being trained to develop their understanding of supporting children with emotional needs/ those children who have experienced trauma.</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.</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> |

|   |   |  |   |  |   |
|---|---|--|---|--|---|
|   | understanding and awareness of Early Help.  |  |   |  | Staff have a space to work with children who need emotional support.      |
| Improve multisensory resources in Key Stage 1 and 2                   | Sensory room has been developed in the clubhouse.<br><br>We have increased the variety and number of sensory resources available to the children. | Teachers show they are supporting multi-sensory needs in their planning and this is clear in provision<br><br>Continue to work with wider professionals such as Physio/OT to ensure recommendations are being followed.<br><br>Multi-sensory resources are purchased for Key Stage 1 & 2 | SENCo / Health team<br><br>Admin/ SENCo | Short term<br><br>Medium term<br><br>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<br><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                         | Long term  | We are a 'Reader 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 | Long term  |  |

|  |   |  |       |             |   |
|--|---|--|-------|-------------|---|
|  |   | Purchase an IPAD to support RNIB app for a VI child.   |       |             |   |
| 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.<br><br>Training of how to use iPads to read text.<br><br>Texts provided on RNIB for children with a VI. | SENCO | Medium term | Written information available in alternative formats and languages, on request.<br><br>All admin staff, parents and community users know how to access alternative formats. |

Approved by: FGB on \_\_\_\_\_

Date: 17th Jan 2022

Next review date: January 2022

### Section 3: Access audit

| Feature<br><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.<br><br>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                 | 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.<br>Personal Emergency Evacuation Plans (PEEPS) updated and created as required | Nil   | SLT / RO  |             |