

Our Lady and All Saints Catholic Primary School. Accessibility Plan 2018- 2021

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

Our key objective 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 and medical needs.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To continue to liaise with Nursery providers to review potential intake for Sept	To identify pupils who may need additional to or different from provision for Sept intake	During the spring term	HT EYFS teacher Nursery manager	Procedures/equipment/ ideas set in place for September
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To maintain close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	HT All teachers	Clear collaborative working approach
	To maintain close liaison with outside agencies for pupils with ongoing health needs. Eg children with severe asthma, epilepsy, diabetes, mobility issues	To ensure collaboration between all key personnel	Ongoing.	HT TAs Outside agencies Including school nurse	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	Employment of specialist advisory teachers, CPD for staff and: <ul style="list-style-type: none"> A differentiated curriculum with alternatives offered 	Ongoing	Teachers SENCO Specialist school Ed Psych	Advice taken and strategies evident in Classroom practice. Children supported and accessing curriculum

MEDIUM TERM		<ul style="list-style-type: none"> • The use of PIVATS to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 			
	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review attainment of all SEN pupils	SENCO/Class teacher meetings/Pupil progress	Termly	Class teachers SENCO	Progress made towards IEP targets. Provision mapping shows clear steps and progress made
	To monitor attainment of Able, Gifted & Talented pupils	Policy and Able G & T list to be updated. Able G & T booster groups/activities. Monitor Able G & T list	Ongoing Annually	Able G & T co-ordinator	Able G & T children making proportionate progress. Achieving above average results
	To promote the involvement in SEND students in classroom discussions/activities	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid 	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school

LONG TERM		<p>disabled users in using a keyboard</p> <ul style="list-style-type: none"> • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people and to value them as equals 			
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and medium term targets annually.	See above	Annually	SMT Core curriculum co-ordinators Governors	All children making good progress
	To deliver findings to the Governing Body	Staffing, finance and premises and Curriculum Governors' meetings	Annually Termly SEN Governor/SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Improve physical environment of school environment	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning building work, undertaking refurbishments of the site and premises, such as improved access, lighting and colour schemes, and more accessible facilities and fittings	Ongoing	SMT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained
	Ensuring all with a disability are able to be involved	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of SEND Graduated Response process where appropriate • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc • Include questions in the confidential pupil information questionnaire about parents/carers' access 	With immediate effect, to be constantly reviewed	Teaching and non teaching staff	Enabling needs to be met where possible

		needs and ensure they are met in all events			
	To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Headteacher SBM Occupational Health	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> Utilise disabled parking spaces for disabled to drop off and collect children Arrange interpreters from the RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team. With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To improve community links	School to continue to have strong links with other schools in the wider community	Ongoing	SMT All staff	Improved awareness of disabilities/the wider community of Lancashire and the world and their needs. Improved community cohesion
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	Continue to develop playgrounds and facilities	Look for funding opportunities And the use of DfE grant	Ongoing	Whole school approach	Inclusive child-friendly play areas
	To ensure driveway, roads, paths around school are as safe as possible	Communicate with parents via safety messages/letters/walk to school week. Bikeability for Year 6 children	Ongoing	PSHE Co-ordinator SMT	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Parent with Hearing impairment	Regular communication with parents. Interpreter provided at parents' evening/annual reviews	Ongoing	Class teacher SMT	Two way communication in place
	To ensure all children with ASD have access to the curriculum	Regular parental communication. Individualised multi-sensory teaching strategies used for ASD children	Ongoing	All staff to be aware	ASD children able to access curriculum
	To enable improved access to written information for pupils, parents and visitors with disabilities.	<ul style="list-style-type: none"> • Raising awareness of font size and page layouts will support pupils with visual impairment. • Auditing the school library to ensure the availability of large font and easy read texts will improve access • Auditing signage around the school to ensure that it is accessible to all is a valuable exercise • To ensure all those who need it have a personalised evacuation plan in place and that all concerned are aware of it 			
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To review children's records ensuring school's awareness of any disability	Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher • End of year class teacher meetings 	Annually	Class teachers Outside agencies SMT Office staff	Each teacher/staff member aware of disabilities of children in their classes.

		<ul style="list-style-type: none"> • Annual reviews • Support Plan meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children’s photos displayed on staff room notice board/info kept in separate file in staff room 			
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	In school record system to be reviewed and improved where necessary. (Records on SIMS/network/protected)	Record keeping system to be reviewed Links with other agencies	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school. Effective CAF and TAF procedures are in place