

OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL



Our Lady Immaculate
Catholic Primary School
A Multi-Academy

"With God all things are possible"
(Matthew 19:26)

At Our Lady Immaculate Catholic Primary School, we will inspire our children to achieve personal excellence for themselves and for the glory of God.

Accessibility Plan

Date	Review Date	Coordinator	Nominated Governor
Autumn 2023	Autumn 2026	Health & Safety Co-ordinator Headteacher	Safeguarding Governor

Our Lady Immaculate Primary School Accessibility Plan 2021

INTRODUCTION

Our Lady Immaculate Primary School wants all children to enjoy school and to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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."

Purpose of Plan

This plan shows how Our Lady Immaculate Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the SEND policy. The School recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Areas of planning responsibilities

Education & related activities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits). The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Physical environment

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education). The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

Provision of information

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Contextual Information

Our Lady Immaculate Primary School was opened in October 1845 and has remained in its current location ever since. The original Victorian single storey building currently houses the Year 3 and Year 4 classrooms, The Rainbow Room, stock room, cleaning materials store and open storage areas. Emergency exit from Year 3 classroom has a stepped exit onto a car park, currently the exit route is designated through the building to the patio area.

Over many years modifications and additions have been made to the original Victorian building to facilitate expansion of the school and meet the existing requirements of the curriculum, it is acknowledged that accessibility problems remain.

The main reception area is accessed through a car park to the front of the school via a gentle slope to the front door. The front door is on a locking intercom system to safeguard staff and pupils from visitors. The height of the intercom system is not accessible for a wheelchair user on entry to the school nor is the exit button to leave. However, the school has been able, through capital bids to create improved door access with wider doors. Additionally, through capital bids, the DDA facilities have been improved. The school does not have any disabled parking spaces.

All ground floor areas are wheelchair accessible internally with corridors leading to School Office, Headteacher's Office, EYFS Classroom, Year 1 Classroom, Year 2 Classroom, Staff Room, The Aquarium Room, Copier Room, changing rooms, Gym Store, Medical Room, Site Manager's Office, Site Manager Store, Ladies W.C. and a disabled toilet is available on the ground floor also. Emergency exits are located in each of the three classrooms, however due to safeguarding concerns doors require unlocking and the exits are stepped, therefore not suitable for wheelchair exit.

A 1990s two storey building houses the hall extension, kitchen, canteen, cloakrooms, ICT Room/Library, Girls Toilets, Boys Toilets and patio area on the ground floor. The first floor has two further classrooms for Year 5 and Year 6 linked by an art resource room, a small corridor and two toilets for pupil use. The upper floor of this building has two external staircases but no lift, therefore these rooms are not suitable for a wheelchair user. Currently if disabled access were required, or a child or member of staff was experiencing mobility problems the school has a contingency plan to swap year 5 and year 6 classrooms with year 3 and year 4 on the ground floor.

Access to the school field and playground is through a gate via steps or a slope leading from the patio area on the ground floor. The gate to the field and playground is unlocked before, during and after the school day to allow for access to the fire assembly point.

Current Range of known disabilities

- At present the school has no wheelchair dependent pupils, parents or members of staff, however on occasions visitors to the school are wheelchair users.
- The school has children with a range of disabilities which include moderate and specific learning and physical disabilities.
- The school has a small number of pupils, staff and parents who have visual and hearing impairments.

Action Plan

1. Our Lady Immaculate Catholic School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Our Lady Immaculate Catholic School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include enlarged handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
3. Below are specific Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.
4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

6. The School's complaints procedure covers the Accessibility Plan.
7. The Plan will be monitored by the Governors.
8. The Plan will be monitored by Ofsted as part of their inspection cycle.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), the school aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. The school aim to meet every child's needs within mixed ability, inclusive classes.

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. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENDCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENDCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	SENDCO	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities

Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE Lead	All to have access to PE and be able to excel
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Improving access to the physical environment of the school

The School is continuing to grow and develop – The Portacabin Classrooms and the renovation of the Annex building being the most recent additions in December 2019 and August 2021 respectively, providing additional space for planning and preparation. It is hoped that in the near future the school will be able to install a ramp leading to the Portacabin, and continue to improve the facilities further.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review.

The school's Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Headteacher/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the ONE PLAN 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 through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	As required Induction and on-going if required Annually Recruitment process	SENDCO Headteacher	ONE PLAN in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues

Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENDCO	All disabled pupils and staff working alongside are safe in the event of a fire
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	Headteacher Site Manager	All disabled staff, pupils and visitors able to have safe independent egress
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	ICT Co-ordinator	Hardware and software available to meet the needs of children as appropriate

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include enlarged handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need.

The school will need to identify agencies and sources of such materials to be able to make the provision when required.

The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired. Information meetings for parents with crèche facilities for siblings HT or member of staff at the gate every day to talk to parents	During induction On-going Current	Headteacher School Office Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENDCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly ONE PLAN review formats	On-going	SENDCO	Staff more aware of pupils preferred method of communications
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website. Greater use of email to communicate with all parents allowing recipient to display such communications as they prefer or need.	2023	Office	All can access information about the school Good communication between home and school.