



ACCESSIBILITY PLAN 2022-2025

Introduction

This policy 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/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.

Key Objective

Our Lady's aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents/carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Principles

Compliance with the DDA is consistent with the school aims and single equalities, and the operation of the schools' 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

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002);

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 respect the parents' and child's right to confidentiality;

The school's provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework which underpin the development of a more inclusive curriculum;

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Education and related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals from the local NHS trusts.

The school's SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.

Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

Physical environment

The school building is single story with a small mezzanine level for the library and resource room. The majority of the school building and playground is accessible for a child in a wheelchair. There are two disabled access toilets in school. The only part of the building that requires use of a ramp is the school library or resource room. All communal areas: Reception area, hall, ICT suite and classrooms are all on one level.

Provision of information

The schools will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

**OUR LADY OF PERPETUAL SUCCOUR CATHOLIC PRIMARY SCHOOL
ACCESSIBILITY PLAN 2022-2025**

Targets	Strategies	Outcome	Timeframe	Actions/Reviews
EQUALITY AND INCLUSION				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for GB meetings.	Adherence to legislation.	Annually.	Ensure that the plan is tabled annually at the FGB.
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	Ongoing.	Timetable training for staff annually.
Review inclusion and equal opportunities for recorded evidence of how staff provide access in all areas to all pupils.	Review policies with staff and governors	Policies reflect adherence with current legislation.	Ongoing	SMT to check in updated polices
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Ongoing	Governors and HT to carry out annual premises check.
School is aware of the access needs of disabled children, staff and parent/	Create access plans for individual disabled children as part of SEND support	Individual plans in place for all disabled pupils and all staff aware of all		SENCO to provide updated list termly/ Risk

carers. School staff are aware of access issues.	plan when and where necessary.	pupils' access needs. Raised confidence of staff and governors in their commitment to meet access needs. All parents able to fully access all school activities.		assessments carried out where necessary.
ACCESSING THE CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Ongoing	SENCO to provide/ arrange suitable training
To ensure that all children are able to access all extra-curricular school activities. For example: clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Ongoing	P.E. co-ordinator to provide a register of attendees at extra-curricular activities.
To ensure children have equal access to appropriate learning through differentiation, different methods of recording and assistive technology	Staff to have training in differentiation and scaffolding. Staff to be provided with different ways children can record their work. Purchase assistive technology to support learning for children who	Work to be appropriately matched to provide challenge and mastery at the correct level for individual needs. Children will use different ways to record their work in a variety of lessons.	Termly	SENCO to ensure all needs are met and reported termly to Governors.

	<p>need required equipment. E.g. special pencil grips, headphones, writing slopes, laptop, dictaphones etc.</p>	<p>Technology will be used to support specific needs and ensure fair access to learning for all</p>		
<p>To support pupils to overcome anxiety as a barrier to access the curriculum.</p>	<p>All staff to receive training on basics of ELSA</p> <p>Identify children and support through ELSA intervention or early mental health first aid.</p> <p>Establish support. Triads to support pupils' needs.</p> <p>Staff training on Mindfulness and Child Mental Health.</p> <p>Adjustments to behaviour support for pupils who need a varied approach.</p> <p>Staff training on managing difficult behaviour.</p>	<p>All behaviour will be recognised as a form of communication</p> <p>All children will have access to mindfulness in the classroom.</p> <p>Staff will have an awareness of supporting Child Mental Health.</p>	<p>Termly</p>	<p>Training provided for staff to fully support pupils.</p> <p>SENCo support staff in the use of Boxall.</p>

	<p>Boxall profile for identified children.</p> <p>New revised behaviour policy embedded and understood by our children and staff.</p>			
Development of our outdoor area to support learning for all.	Develop the sensory garden and planting area.	Accessible outdoor learning environment for all.		Outdoor area developed.
ACCESS TO INFORMATION				
To ensure that all parents and other members of the school community can access information.	Review current school publications and promote the availability in different formats for those who require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	On going	ICT, School website, emailing and texting being used to improve communication
To continue improving communication for any hearing or visually impaired member of the school community.	To maintain and update systems to support access for these members of the community. To work closely with Halton Visual Impairment and Deaf specialist teachers.	Pupils, parents and visitors who are hearing or visually impaired to be better able to access information.		Purchase of colour overlays, headphones used when necessary.