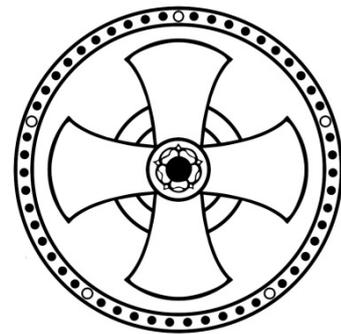


Our Lady of Lourdes Catholic Primary School

Accessibility Plan

December 2015

Live
Love
Learn



Our Lady of Lourdes Catholic Primary School Accessibility Plan

As and when any works are undertaken, emergency or planned, these will be done with accessibility in mind and with reasonable reference to the Accessibility Plan.

Contents:

1. Vision Statement
2. Aims and Objectives
3. Current good practice: Physical Environment;
Curriculum; Information
4. Access Audit
5. Management, coordination and implementation
6. Action Plan

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Accessibility Plan

1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Our Lady of Lourdes, the Plan will form part of the School Improvement Plan, and will be monitored by the Headteacher and governing body. The Special Education Needs and Disabilities (SEND) Governor will review the Accessibility Audit and Action Plan at the start of each academic year, and work with the Headteacher and SLT to monitor progress of the Action Plan during the year, reporting back to the FBG as appropriate (and liaising with the Resources Committee as necessary). The current Plan will be appended to this document.

At Our Lady of Lourdes we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning – while also developing the personal skills required to be caring and positive members of their communities and their world. This is exemplified in our Mission Statement:

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Mission Statement

Our purpose is to live, love
and learn
as a school community
in partnership with home,
parishes and the wider world.

We place our faith in God,
And the Gospel Values of His Son,
Jesus Christ,
At the centre of all we do.

We come together
as witnesses to His example;
to serve, to challenge
and to encourage growth
into all that we are created to be.

Each individual shares
in the role of teacher and learner.
We rejoice in, and celebrate
all our achievements and uniqueness,
as a family.

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Accessibility Plan

This Accessibility Plan will be used to inform other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. Both the Plan itself and each annual Review will be published on the school website.

At Our Lady of Lourdes we are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved to match the needs of all pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase and improve access to the curriculum for pupils with SEND. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary and practicable.
 - Improve the delivery of information to pupils, staff, parents and visitors with SEND. Examples might include handouts, timetables, books and information about the school and school events.
- Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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This Accessibility Plan should be read in conjunction with other school policies, strategies and documents, particularly: *Behaviour Management Policy; Curriculum Policy; Equal Opportunities Policy; Health & Safety Policy; School Prospectus; School Improvement Plan; SEND Policy*

2. Aims and Objectives

Our three key aims in this plan are to:

- 1. Increase and improve access to the curriculum for pupils with SEND
- 2. Improve and maintain access to the physical environment
- 3. Improve the delivery of information to all stakeholders

3. Current Good Practice

We ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on special needs through a range of contact methods, including teacher consultations, letters, surveys and in-school events.

The individual needs of pupils are discussed at half-termly Pupil Progress Meetings.

Teachers plan lessons to suit a wide variety of special needs, making reference to this in their written plans as appropriate.

Children have individual plans for any relevant aspects of their education, wellbeing and health – including regularly-updated targets for learning and Personal Evacuation Plans.

Pupils with SEND participate in extra-curricular activities, both in school and on trips and visits.

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Our Infant and Junior classrooms, Computing Laboratory and a general teaching area are accessed by a staircase. There is also a chair lift to enable some wheelchair users access. The rest of the school – Reception toilets and cloakroom, Disabled access toilet, staff toilets and the school hall – are on the ground floor. All doors are wide enough for wheelchairs and we have an accessible toilet in a central location.

The school has internal emergency signage, and escape routes are clearly marked.

4. Access Audit

Key findings:

- Junior classrooms do not provide accessibility for children that may have physical disabilities or conditions that may require aids e.g. crutches etc
- No wheelchair access from pedestrian path entrance
- Front entrance: outward opening door; door not easily opened singlehandedly
- No visual/tactile warnings at top and bottom of steps/stairs
- No induction loop
- No signage in Braille/tactile
- No signage positioned for wheelchair users
- No visual element to alarm system

5. Management, coordination and implementation

This Plan is collaboration between the SLT, SENCO, school staff and Governing Body, with advice and support from the Local Authority as required.

We will consult with experts when new situations regarding pupils with particular SEND are experienced.

The SENCO already works closely with other schools and we have links with disability experts at local schools and through the Local Authority.

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6. Action Plan

Target	Action and Responsibility	Success Criteria	Monitoring	Timescale
1. Increase and improve access to the curriculum for pupils with SEND				
Strengthen staffing provision for children with special needs	Continue with application process for EHCPs (one currently in operation); adapt and strengthen staffing accordingly, especially where there is a need for INA support (and potentially more funding available). (SENCO team, SLT)	EHCP processes reviewed; adaptations made to staffing and individual provision.	SLT	Autumn 2015
Improve provision of access from the pedestrian area across the car park to enable use of	School to get quotes in order to contract a provider to create a drop in the curb	Drop in curb and easy access provided	Governors and SLT	Autumn 2015

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<p>current ramp e.g. for wheelchair users or parents with buggies, prams etc</p>				
<p>Improve provision at playtime to strengthen outdoor learning and make it accessible to all</p>	<p>Provide wider range of equipment for children to use at playtimes, with a variety of styles, sizes, adaptations etc as necessary for all needs. Investigate using sensory equipment to encourage all to participate, and to increase the children's awareness of sensory needs, mobility etc JF, PE team</p>	<p>Wide variety of equipment being used at playtimes, allowing all to participate – and to improve their skills and their awareness of physical and sensory needs</p>	<p>SLT</p>	<p>Autumn 2015</p>
<p>Further strengthen our use of ICT to allow all children to engage fully in the curriculum</p>	<p>Trial new hardware, programs and apps on Touchscreen Monitors and PCs and Laptops to allow a richer engagement in the curriculum for all; SENCO team</p>	<p>More children using a wider range of ICT resources to help them engage with the curriculum</p>	<p>SLT, SENCO team</p>	<p>Ongoing from Autumn 2015</p>

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2. Improve and maintain access to the physical environment				
Improve accessibility to all Junior classrooms by creating larger spaces	Redesign Junior classrooms – part of School and Governors’ plans for the next stage of building work and LCVAP; classroom to be suitable for wheelchair users and all other visitors; Governors/SLT		Governors/SLT	
Improve accessibility at the front door	Redesign front door – part of Governors’ plans for the next stage of building work; door to be suitable for wheelchair users and all other visitors; Governors/SLT	Front entrance redeveloped to allow easy access for all	SLT/Governors	With Governors – next stage of building
Improve safety and ease of use of staircases and steps	Investigate adding tactile markers at top and bottom of steps and stairs; replace current flooring	All steps and stairs suitable for all users	SLT	Autumn 2015
Provide induction loop	Investigate need for, practicability and cost of providing induction	Depends on results of investigation	Governors/SLT	Spring 2016

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	loop; JH, SLT			
Improve signage for people with disabilities	Provide tactile/Braille versions of key signs; place key signs at appropriate height for all users;	All signage accessible to a range of visitors with disabilities	Governors/SLT	Spring 2016
Improve alarm system for people with disabilities	Investigate need for, practicability and cost of providing visual element to fire alarm (eg lights)	Depends on results of investigation	Governors/SLT	Spring 2016
3. Improve the delivery of information to all stakeholders				
Offer more options for receiving information from school	Investigate need for extra versions of school information: eg large print newsletter, audio versions of some information	Depends on results of investigation	SLT	Summer 2016