



Our Lady of Lourdes Catholic Primary School

Accessibility Plan

May 2022



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.

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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 Strategic Site Plan and Delegation, and will be monitored by the Headteacher, SENCO and governing body. The Special Education Needs and Disabilities (SEND) Governor will review the Accessibility Audit and Action Plan annually, and work with the Headteacher and SLT to monitor progress of the relevant areas of the Strategic Site Plan and Delegation during the year, reporting back to the FBG as appropriate (and liaising with the Resources Committee as necessary).

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.

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 of the objectives 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.

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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 for potential members of staff, parents and carers; external agency staff.
- 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.

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.

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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, Individual Healthcare Plans and Personal Evacuation Plans.

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

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:

- Wheelchair access is possible from the pedestrian gate, along the path and into the building via the ramp, however, the front doors are heavy and assistance would be required through using the buzzer to the office.
- No easily quick accessible wheelchair access between the hall and the infant playground; although a temporary ramp is utilised for school functions, and no access between the lower and upper levels of the school for wheelchair users who cannot transfer to the stair lift.
- No visual/tactile warnings at top and bottom of steps/stairs (the school would look to resolve this if and when required)
- No induction loop available at the moment (the school would look to resolve this if and when required)
- No signage in Braille/tactile – (the school would look to resolve this if and when required)
- No signage positioned for wheelchair users (the school would look to resolve this if and when required)

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- No visual element to alarm system (the school would look to resolve this if and when required)

5. Management, coordination and implementation

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

We will consult with parents/carers and 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 – Duplicated in Strategic Site Plan and Delegation

| Target | Action and Responsibility | Success Criteria | Monitoring | Timescale |
|--|--|--|------------|------------------------------|
| 1. Increase and improve access to the curriculum for pupils with SEND | | | | |
| Continue to strengthen staffing provision for children with special needs | 5 EHCPs are in place with funding attached. Appropriate staff packages have been established to support children. All staff are receive ongoing training and support from specialist outside agencies | EHCPs reviewed annually with parents and key stakeholders to inform progress and set next steps. ; adaptations made to staffing and individual provision if necessary. | SLT | Ongoing |
| Improve provision at playtime to strengthen outdoor learning and make it accessible to all | 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 | 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 | SLT | From April 2022 through PPG. |

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| | needs, mobility etc JF, PE team | | | |
| Further strengthen our use of ICT to allow all children to engage fully in the curriculum | 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 | More children using a wider range of ICT resources to help them engage with the curriculum | SLT, SENCO team | Ongoing from Autumn 2015 LCVAP Computer Suite built Individual laptops obtained via DfE for individual use. |
| All staff to continue to receive appropriate training in all areas of need. | ZG to meet termly with BHISS (Brighton and Hove Inclusions Support Service) to assess level of need and plan appropriately. All new staff members trained according to role. | For all staff to be able to make support children as necessary. | SLT, SENCO team | Ongoing from Jan 2022 |
| 2. Improve and maintain access to the physical environment | | | | |
| 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. PB instructed KG to investigate and provide at least 3 quotes. | All steps and stairs suitable for all users | SLT | Ongoing |

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| Provide induction loop | Investigate need for, practicability and cost of providing induction loop; JH, SLT | Depends on results of investigation – school has decided there is no current need – to keep on Accessibility Plan for future review. | Governors/SLT | Ongoing |
| Improve signage for people with disabilities | Provide tactile/Braille versions of key signs; place key signs at appropriate height for all users; Accessibility Walk to be planned with Accessible Visit. | All signage accessible to a range of visitors with disabilities | Governors/SLT | Ongoing – assessed by need |
| 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 – School has decided there is no current need – to keep on Accessibility Plan for future review. | Governors/SLT | Ongoing |
| Improve accessibility for wheelchair users and those with disabilities to access the upper floor of the school | Provide a lift from the lower playground to the upper level library/learning area | The school commissioned a bid for a lift using Education Funding Agency funds when a child who uses a wheelchair applied to the school. The bid was not submitted as the family identified a school with | Governors/SLT | Ongoing |

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| | | specialist equipment and accessibility. The bid was withdrawn but the school will always look to adapt building/facilities if the need arises. | | |
| 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 – further investigation and consultation needed. | Depends on results of investigation. The school will ask for the translating services of EMAS (Ethnic and Minority Services) where the need arises to cater for families where English may not be their first language. | SLT/All staff | Ongoing |