

OUR LADY & ST. ANNE'S R.C. PRIMARY SCHOOL



Accessibility Plan 2016-2019

Introduction

This purpose of this plan is to meet the requirements of Our Lady and St. Anne's school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

It is intended to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school for the purpose of ensuring all children, including disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school.

Our Lady and St. Anne's School recognises its duty to:

- Not discriminate against pupils and exclusions and provision of education and associated service
- Not to treat disabled pupils less-favourably
- To take reasonable steps to avoid putting disabled pupils at a disadvantage
- To publish an accessibility plan

This plan will be reviewed regularly and will be updated every three years.

The definition of disability under the Equality Act 2010 states that a person has a disability if:

- ***They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.***

Our Lady and St. Anne's School provides all pupils with an enriched, broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Three areas to be considered in the action plan are:

- a) Improving education and related activities
- b) Improving the physical environment
- c) Improving the provision of information

Contextual information

Our Lady and St. Anne's RC Primary School is a one storey building. With all new building work and alterations that take place, the accessibility for all children and adults is carefully considered. Our main entrance into school has a small step. There is a ramp to access the hall entrance (which also leads to Y6 classroom) and nursery entrance. There are doors leading to the outside from each of the other classrooms YR to Y5.

On the main corridor, opposite Reception classroom, there is a disabled toilet which has a wide door and space inside big enough for a wheelchair. This room also has baby changing facilities.

There is lighting in the car park to illuminate pathways during winter evenings.

Our outdoor areas – the Nursery classroom and patio has a ramped pathway leading to their playground.

Information about the school's disabled population

Our Lady and St. Anne's school has 18% of pupils with special educational needs. These needs are a range of learning and physical. Some children have moderate and specific learning difficulties, hearing impairment, speech and language difficulties and social/communication difficulties.

Home visits are undertaken for all Nursery admissions and for new children who join our Reception classes. For children who have additional needs, information is passed on from previous settings, LA and health advisors to the SENCO as well as the class teachers.

Some staff hold current first aid qualifications. At least one member of staff with a first aid qualification is on duty at playtimes and lunchtimes to deal with any accidents or poorly children. For children with a medical condition, all staff are made aware and staff working directly with those children are appropriately trained.

All staff, especially the SLT, aim to know all of the children and their families. Transition meetings are held between teachers each year. A thorough system of reviews takes place for children with an SEN or disability. Staff communicate effectively to discuss needs of disabled children and timetables, lesson content and resources are provided and adapted to suit the individual child.

Evacuation plan

All classrooms have an emergency exit leading to outside. If a child has a specific need then an evacuation plan will be developed with a named adult responsible for their evacuation in an emergency. There are regular evacuation practices.

Targets for 2016-2019

Target	Strategies	Timescale	Success Criteria
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them.	Policies are reviewed annually and updated when necessary.	Ongoing, at least once per year.	Policies reflect inclusion for all pupils.
To further support pupils with special educational needs.	To liaise with external agencies and services; Speech and Language, CYPS, SENTASS, EPS	Regular input from outside agencies when necessary and review meetings.	Curriculum accessible for all.
To ensure children with HI are included in all areas of school.	Any adult speaking to the children/class wears the transmitter around their necks as stated in audiologist report.	Daily	Children with HI make at least expected progress.
To ensure child with mobility difficulties has access to all areas of early years.	A clear pathway around the indoor and outdoor of Early Years for accessibility of wheelchair and walking frame.	Daily	Child with PhD to experience areas of curriculum in order to make expected progress.
To ensure equal access for pupils/parents/staff with physical disabilities.	Act upon any findings from Health and Safety Inspection relating to access to exit of building.	Annual check by H&S inspectors. Annual check by governors. Annual Fire Safety check	Pupils/parents/staff have safe access to/from the school building.
To have a school building in place which meets needs of all those associated with site.	To use available funding/grants to improve school site and building. e.g. ramp to top yard	Ongoing	Quality of provision will continue to improve for all pupils.