



Our Lady and St. Gerard's RC Primary School

Accessibility Plan 2023-2026

'Placing God in our hearts we will love, live and learn'

At Our Lady & St. Gerard's, we have high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves to their potential. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure that we recognise and value uniqueness and success. We recognise learning in all its forms and we are committed to nurturing lifelong learners. We are committed to improving children's confidence and self-esteem.

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability. Our Lady and St. Gerard's Governing Body supports the principles and aims of the Local Authority's Access Strategy for Schools and Colleges and will work jointly with the LA and the Diocese to implement agreed objectives to meet targets for improving access to schools and colleges.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. 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 structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

This plan underpins the LA's Strategy for planning to improve access at a local level, by committing the school to a programme of actions, evaluation and review which will improve access to the curriculum for students with special needs and disabilities. This plan operates alongside the school's SEND policy and SEN Information Report and is consistent with it in terms of principles and approaches to resourcing.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas:

- Ensure the curriculum is differentiated to meet the learning needs of students with SEND and that target setting is effective and appropriate for these students. Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEND, including

pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities. These objectives will be reviewed annually by the SENCO.

- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students. A rolling programme of classroom refurbishment will continue, taking into account the DDA requirements of pupils, visitors and staff.
- Resources will be provided to stakeholders where necessary to enhance their working environment to help deliver the curriculum in a way that supports their disabilities.
- The catering department will be informed of all pupils and staff who have allergies and these will be clearly displayed in the kitchen area. This information will also be made available to all staff, with a record being kept in the office and in the individual class registers.
- Software will be purchased to enhance the learning of specific students when required in order to encourage progress, particularly in literacy and numeracy. Our Computing subject leaders are readily available to support requests to research suitable software.
- To establish a culture of mutual trust and respect between all members of the Our Lady and St. Gerard's school community.
- To build a community that respects the celebration of achievement at all levels.

Date: September 2023

To be reviewed 3 Yearly: September 2026



Physical Access

Targets	Strategies	Outcome	Timeframe	Goals Achieved to date
<p>To ensure that all pupils have access to the appropriate areas of school.</p>	<p>Staff to be made aware of procedures for accessing different buildings.</p>	<p>Layout of school will allow access for all pupils to all areas (with the exception of the two upstairs classrooms, currently used for year 6 and Computing). In the event of a disabled pupil joining us in year 6 the class can be moved to a ground floor room)</p>	<p>On-going Alternative provision for Computing planned in advance of any new pupil with access issues joining the school.</p>	<p>Staff will make on-going changes to cater for all pupils.</p>
<p>Ensure all pupils and staff can be safely evacuated from all buildings.</p>	<p>Office to conduct risk assessments for any children with mobility issues (long or short term) that may impact upon evacuation. Risk assessments to be communicated to key staff working with the child and a copy retained on CPOMS.</p>	<p>All staff have copies of appropriate risk assessments for children who require help in the event of an evacuation and procedures ensure that the child is safely evacuated.</p>	<p>On-going</p>	<p>Procedures for completing risk assessments is already in place.</p>
<p>Ensure the safety of all pupils and staff.</p>	<p>Ensure all internal doors have appropriate finger guard protection and appropriate signage. Pupils to be made aware of procedures for using stairs in the new building.</p>	<p>All areas of the school will be safe and risks will be minimised appropriately. Staff and pupils will be aware of their responsibilities for safety on the school premises.</p>		<p>Site manager systems are already in place. Termly premise checks made by Governors. Staff health and safety training in place and</p>

	<p>Pupils with physical difficulties will receive support to use the stairs (as appropriate)</p> <p>Staff to complete relevant online training for Health & Safety.</p> <p>Site manager to be directed by the SLT on matters of safety.</p>	<p>Site manager to complete tasks in a timely manner.</p>	<p>Ongoing checks of the site/furniture/resources</p>	<p>regularly undertaken by staff.</p>
<p>Ensure classroom learning environments are suitable for the needs of the staff & pupils within it.</p>	<p>Regularly review the lighting in classrooms and shared areas.</p> <p>Ensure that hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children. Seek support from Local Authority HI and VI advisory teachers (where appropriate)</p>	<p>Classroom environments will be suitably adapted to the pupils within it.</p> <p>Staff will have regular training on provision for pupils with disabilities and additional needs.</p>	<p>Termly reviews of environments</p>	<p>Classroom environments are regularly reviewed and adapted as necessary.</p>

Our school Computing suite and one classroom are located on the upper floor of the new building. Computing facilities are also available at ground floor level.

Curriculum Access

Targets	Strategies	Outcome	Timeframe	Goals Achieved to date
<p>To ensure that all pupils have access to the full curriculum.</p>	<p>Increase staff confidence in meeting the needs of all pupils – regular training from SENCO and external providers.</p> <p>Regular curriculum update training – including appropriate differentiation and provision.</p>	<p>Staff will be confident in delivering the curriculum to the pupils in their class and will meet the needs of all pupils.</p>	<p>On-going</p>	

	Strategies/advice from external agencies to be sought when necessary.		Ongoing training as new needs arise	
<p>Ensure that resources are available to meet pupil needs.</p> <p>Hardware and software for Computing is appropriate for the needs of the school and the staff/pupils within it.</p>	<p>Review of all IT equipment by subject leaders.</p> <p>Curriculum leaders to monitor the needs of the curriculum and suggest suitable IT for pupils who may require additional provision e.g. enlarged apparatus, headphones etc.</p> <p>Senco to liaise with staff to ensure provision for pupils with SEND have access to appropriate resources e.g. ear defenders, overlays, slopes etc.</p>	<p>Pupils will have access to resources and equipment which enable them to access the curriculum and reach their potential.</p>	<p>School Support Plans for children with SEND written and reviewed termly</p>	<p>IT equipment review taken place January 2023</p> <p>Regular reviews of provision for children with SEND.</p>
<p>All educational visits and activities to be accessible to all.</p>	<p>Ensure each new venue/activity is vetted for appropriateness.</p> <p>The school EVC to support staff with meeting access needs on trips.</p> <p>Risk assessments to be carried out as appropriate to the activity/visit/trip etc.</p>	<p>All pupils will be able to take part in school events/activities and trips. Appropriate provision and support will be in place where required.</p>	<p>Ongoing according to school calendar</p>	<p>EVC works closely with staff to ensure needs are met on trips. Risk assessments are rigorous and checked by senior staff.</p>

Information Access

Targets	Strategies	Outcome	Timeframe	Goals Achieved to date
Ensure that parents, carers pupils & other stakeholders have full access to information about the school, the curriculum and their child(ren).	<p>Review information to parents/carers to ensure it is accessible.</p> <p>Make alternative formats available where required.</p> <p>Make alternative arrangements for communicating with hearing impaired/vision impaired families e.g. translators, texting service etc.</p>	All stakeholders can access the information they need in a suitable format.	Ongoing reviews as the needs of the school change.	<p>Website regularly updated. Office staff provide paper copies of information where requested. Translators used for EAL families and HI families.</p> <p>Text to parent service used to give out key information.</p> <p>School reports duplicated where necessary for separated families.</p>
Access arrangements in place for statutory assessments.	<p>Ensure Year 2/Year 6 staff are fully aware of the needs of the pupils and the access arrangements required.</p> <p>Ensure all Year 1 staff are aware of the needs of their pupils in relation to the phonics screening test.</p> <p>Ensure that any pupil requiring adapted resources can access these.</p>	Year 2/6 pupils are catered for during the statutory testing procedures to allow them to demonstrate their potential.	Regular review of needs.	Access arrangements arranged for tests as appropriate.
Provide information in other languages for pupils or prospective pupils (where appropriate)	Access to translators, sign language interpreters to be considered and offered if possible.	All families have access to appropriate information.	Termly review of school needs.	Translators used for EAL families where required and sign language interpreters used for meetings as appropriate