

# St Oswald's Catholic Primary School



Love, Learn, Respect & Appreciate

## Accessibility Plan 2024-2027

### Mission Statement

Love, Learn, Respect, Appreciate

**Love** - God at the centre of everything we do

**Learn** – We try our best to be the best that we can be.

**Respect & Appreciate** – *We respect and appreciate ourselves, each other, our school and the world around us.*

Accessibility Plan		
Approved by	Head Teacher/Governing Body	October 2024
Next Review Due	October 2027	

## **ACCESSIBILITY PLAN 2024-2027**

**A rolling programme of improvement leading to a fully inclusive environment for all learners, parents and visitors**

### **Responsibilities**

**Headteacher & Pastoral Lead – S Orwin**

**Chair of Governors – Rev Fr Dave Heywood**

**Deputy Head Teacher & SENDCO – G Furness**

**SEND Governor – S Jones**

**This 3 Year Plan will be updated as necessary to ensure the provision at St Oswald's is appropriate, inclusive and equal for all.**

This Accessibility Plan considers four key strands:

1. To increase access to the curriculum for pupils with a disability, medical condition or other access needs.
2. To improve the physical environment of the school and physical aids to access education, so that we increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
3. To improve the delivery of information to pupils, staff, parents and carers and other members of the school community.
4. Disability equality duty.

### **Strand 1 – Ensuring and Improving Access to the Curriculum**

In planning Strand 1 we have considered:

- Staff training needs and updating of training to meet the needs of pupils with SEND
- Time available for staff to plan for pupils who need an adapted curriculum.
- Arrangements for briefing cover staff in how best to meet the needs of pupils they will be working with.
- The engagement of pupils with disabilities to take part in all lessons within the curriculum internally and externally.
- Availability of additional resources/equipment when needed.
- Access and appropriateness of homework for children with disabilities.

- The graduated approach (assess, plan, do, review) used when meeting the needs of pupils with SEND.
- The involvement of pupils and families in regularly reviewing access to the curriculum.
- Reducing the gap between pupils with SEND and those without.
- The achievements of those with SEND compared with schools nationally.

<b>Task</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Time Scale</b>	<b>Monitoring</b>	<b>Impact</b>
<b>Consider whether teaching and learning can be improved to increase access.</b>	<b>When purchasing new furniture to ensure that there is suitable furniture in each class for disabled pupils as required.</b>	<b>All staff when requesting furniture</b>	<b>Ongoing &amp; annual July classroom furniture audit.</b>	<b>SLT</b>	<b>Classroom furniture allows access for all.</b>
	<b>Classroom plan to include seating arrangements/work stations for any pupils identified with a disability – Sight/hearing/concentration/SEMH Etc.</b>	<b>Teachers/TAs</b>	<b>Ongoing to allow for new children arriving in school during the academic year.</b>	<b>SLT</b>	<b>Classroom are arranged to meet the needs of all children to ensure there are no barriers to the learning experience.</b>
	<b>Teachers to consider learning activities to ensure access to all curriculum activities for all.</b>	<b>Teachers</b>	<b>Termly review</b>	<b>SLT</b>	<b>Learning experiences maximised for all pupils.</b>
	<b>Pastoral Lead to have strong communications and links with SEND pupils and SEMH pupils and their parents. Close working relationship established between the SENDCO and the Pastoral Lead.</b>	<b>SENDCO – Gail Furness &amp; Pastoral Lead – Sharon Orwin</b>	<b>Ongoing</b>	<b>Headteacher – Sharon Orwin &amp; Deputy Headteacher Gail Furness</b>	<b>Excellent relationships and communication established to ensure the needs of the children are met.</b>

## **Strand 2 – Ensuring and Improving Access to the Physical Environment**

In developing this plan for Strand 2 we have considered:

- The areas within the school building and grounds that are physically accessible for people with disabilities and possible solutions when adaptations are not possible.
- Access to toilets
- The suitability of external pathways for access to school grounds.
- The availability of disabled parking provided.
- The suitability of our emergency and evacuation systems for pupils/adults with visual, hearing and physical needs.
- Adjustments for those with hearing impairments.
- Adjustments for those with visual impairments.
- Communication with those with communication and learning difficulties.
- Access to soft landing and sensory areas and adaptations that can be made in classrooms and learning areas.
- Adjustments that can be made to furniture and spaces for wheelchair users.

<b>Task</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Time Scale</b>	<b>Monitoring</b>	<b>Impact</b>
<b>Consideration to be given to any proposed building works and improvements.</b>	<b>To raise awareness of disabled access and routes through all areas of the school.</b>	<b>Governor Premises Committee Archdiocesan Surveyor</b>	<b>Ongoing</b>	<b>Governing body</b>	<b>Equal access for all to the school building.</b>
<b>Consider the whole school grounds and other provision used by the school.</b>	<b>Wheelchair access to and within school garden, Raised vegetable beds.</b>	<b>Headteacher Premises Governors</b>	<b>Ongoing</b>	<b>Headteacher</b>	<b>Equal access to all for the school playground and garden.</b>
<b>Consider ASD or dyslexia friendly classrooms.</b>	<b>Ask for and share advice/ guidance/reports from support/ specialist services.</b>	<b>SENDCO</b>	<b>Annual Summer review IEP/EHC Plans reviewed Termly</b>	<b>SLT</b>	<b>Raise staff awareness. Staff fully prepared for ASD/Dyslexic/SEMH pupils and their IEPs</b>

Alternative entrance and exit points for children who need to access the school, other than using the designated class entry and exit points and times.	Transition between year groups for children with ASD/Dyslexia/SEMH to be improved. Staff meeting time allocated and annual summer term INSET day	SENDCO/SLT	Annually	SENDCO / SLT	& EHC Plans in their class.  Smooth induction and transition in place
	SENDCO briefings for staff on SEND/IEPs/EHCP pupils available for all Teachers, TAs and Office Staff.	SENDCO	Ongoing	SENDCO / SLT	Informed staff providing the right provision.
	Purchase appropriate ASD/Dyslexia resources	SENDCO	Ongoing	SENDCO / SLT	Barriers to learning removed.
	To ensure all staff - Teachers, TAs and Office staff are aware of children with SEND, SEMH needs who need to use the alternative entry point at the main office other than the designated class entry points and as required flexibility with start and finish times.	Pastoral Lead Headteacher	Ongoing	Pastoral Lead Headteacher	Barriers removed for SEND/SEMH pupils to ensure easy and smooth access to the school day.

**Strand 3 – Ensuring Access to and Improving the Delivery of Written Information.**

In developing this plan for Strand 3 we have considered:

- Availability of documents we share online in other formats.
- Our use of IT to share information with people with disabilities and staff awareness.
- Our consultation with pupils and families in relation to how information is shared with them and points of contact.

- Signposting families to other available support services such as The Local Offer ADDvanced Solutions, Early Help and Warrington SENDIASS service.
- The variety for communication channels to remove barriers – language, hearing or visual.

<b>Task</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Time Scale</b>	<b>Monitoring</b>	<b>Impact</b>
<b>Typical information to consider:</b> Homework Timetables Worksheets Teacher marking and feedback Notices Tests	Staff meeting discussions on what issues may arise e.g. Staff to write in home/school books or homework diaries or use electronic aids as necessary. Alternative homework to be provided.	SENDCO	Ongoing	SENDCO	Equal access to information for disabled pupils.
<b>Consider information for parents</b>	Excellent relationships and open communication in place. Use electronic communication as necessary. Teacher to give verbal explanation to child backed up by verbal/written information to parents. Weekly newsletter for reinforcing information. Consult with parents on: communication, effectiveness of IEPs/EHC Plans homework, parent consultations.	Headteacher Teachers	Ongoing	SENDCO SLT	Equal access to information for all pupils and parents.

**Strand 4 – Disability Equality Duty – Whole school actions**

<b>Task</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Time Scale</b>	<b>Monitoring</b>	<b>Impact</b>
<b>Staff and Governor Training</b>	Ensure the SEND Governor embraces the responsibility for disability throughout the school. Staff and Governor awareness training.	Headteacher Governors SEND	Annually Ongoing	Governing Body	Raise Governor and staff awareness of equality, diversity and inclusion issues and statutory requirements.
<b>Review of whole school policies</b>	Include equal opportunities and disability access in review of all policies as they arise in the annual cycle.	Headteacher	Annually Ongoing	Governing Body	Disability Equality statutory/non-statutory requirements met.
<b>Data collection, monitoring, evaluation, implementation</b>	Annual audit of school status to ensure equality, diversity and inclusion data and provision is updated and appropriate.	Head Teacher SENDCO Chair of Governors SEND Governor	Autumn Term annually	SLT Governing Body	All needs fully supported and resourced.