



Our Lady's Catholic Primary School

Accessibility Plan 2018-21

Introduction-

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years.

Definitions of SEND-

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

(SEND code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measureable.’ (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans’....’setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.’ (SEND code of Practice 2014)

‘ Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.’ (SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with SEND to the curriculum, the physical environment and to information.

OBJECTIVES	SUCCESS CRITERIA	ACTION	TIMESCALE
To plan for adaptations to environment for any children with additional physical or sensory needs.	Children with identified needs are successfully integrated as a result of environmental adaptations where needed, and as a result of targeted support and advice	Liaison with feeder nursery and primary, parents and Inclusion officer prior to identified children starting school at Our Lady’s Catholic Primary School	When necessary (Disabled toilet installed July 2019)

OBJECTIVES	SUCCESS CRITERIA	ACTION	TIMESCALE
To develop staff and parental understanding of changes to SEN procedures, including the Our Lady's SEN Information	Current Our Lady's SEN Information is on school website. Parents are clear about who to contact if they are concerned about their children and that staff are using updated procedures for recording support for children	Updated SEN Information is on website Training for staff on changes to SEN, including extra support for parents with children with identified SEN where necessary	By the end of December 2018
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> • Asthma • Epilepsy • Diabetes and as required in other specific conditions. Update Medical Conditions Policy annually and ensure annual parents' return is gathered.	INSET, staff meetings	Annually in the Autumn Term
To ensure that staff are trained to support pupils with emotional needs.	All the staff are trained every 3 years in TEAMTeach All staff have received 3-day Restorative Approaches CPD	1 day INSET every 3 years School staff trained in Restorative Approaches	Rolling programme of Restorative Approaches CPD for staff - ongoing
To ensure that all lessons provide opportunities for all pupils to achieve, including work adapted to meet the needs of individuals or groups where necessary	Evidence from planning, lesson observations and pupil progress that there are planned opportunities for all pupils to achieve Evidence from planning that opportunities for extending pupils in all areas of the curriculum are in line with revised objectives	HT to organise planning scrutiny, lesson observations, analysis of pupil progress and pupil voice conversations (to be carried out by SLT and SENDCo) to focus on planned opportunities for differentiation and extension	Embedded by Autumn 2018
To improve accessibility for pupils with dyslexia	Purchase a range of acetate coloured slides, tinted paper and arrange of writing tools.	Following advice /recommendations from Occupational Therapy or meeting concerns raised by parents	When necessary resources purchased and stored in school to be provided to the child when required

To support writing for pupils with physical difficulties/ hypermobility	Purchase sloping boards and easy grip pens and pencils Participation in Motor Skills Utd	Following advice /recommendations from Occupational Therapy meeting concerns raised by parents School staff trained to deliver Motor Skills	When necessary resources ordered and provided to the child when delivered
To increase staff knowledge in supporting pupils with speech and communication difficulties and with English as an Additional Language	Evidence from planning, class observations, tracking of progress and discussions with pupils and parents that identified children are achieving in school as a result of targeted support and early identification	Training for staff in identification of speech and communication difficulties and in interventions to support children to improve. This will include training on Language Link, Talk Boost, SERI and Talk for Writing. Training for staff in how to best support children in school who are at the earliest stages of understanding English, to include understanding of additional support available	By July 2018
To improve knowledge of how to access written material in alternative formats.	School can provide written information in alternative formats if needed	School to make itself aware of the service available through its LA for converting written information into alternative formats.	School is aware of where to access written information in different formats if required.
To identify children, parents and members of local community who may need to access information in different formats eg interpreters, signers	School provides for children, parents and local community who may need to access information in different formats	SENCO and SLT of the school to identify parents and children (initially) who may need further support to access information and to liaise with outside agencies to provide this.	When required.

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Headteacher or Deputy Headteacher. The performance of groups, including those with SEN and/or a disability, takes place on an annual basis with each class teacher.