

St. Oswald's Catholic Primary School

Accessibility Plan 2016-2019

Mission

This is St Oswald's Catholic Primary School's Accessibility plan and it is set within the context of the whole school aims and Mission Statement:

"Together with Jesus, we will learn and Grow in Faith".

Our aim is for staff, governors, parents and outside agencies to work together to provide a safe and positive environment in which all children can develop to their full potential regardless of race, creed, gender, age, cognitive or physical difference. We do not tolerate discrimination on grounds of sex, colour, ethnic or national origin, language, social class, physical or mental difference. We encourage children to be tolerant and understanding with respect for the rights, views and property of others. We help children develop a responsible and independent attitude towards work and their roles in society. We involve the school in the local community and work as partners with parents/carers to foster the idea that education does not take place solely within the school.

We encourage parents to recognise their values as the first educators of their children and to be as involved as possible, in a way which is supportive to staff and children.

We aim to eliminate harassment and discrimination related to disability, we promote positive attitudes and encourage participation by disabled people. We promote equality of opportunity between disabled people and other people and take account of disabilities to enable us to meet people's needs, even if that means treating someone more favourably than others.

The Purpose of this Plan

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that **"schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation"**.

Schools must ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender and disability. The aims of the Equality Act are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. (Removing or minimising disadvantages)
- Advance equality of opportunity between people who share a protected characteristic and those who do not. (Meeting needs)

- Foster good relations between people who share a protected characteristic and those who do not. (Encouraging participation)

This Accessibility Plan is written in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010.

The plan is aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information

We have a duty to promote full inclusion of pupils, staff and other school users who are disabled. The purpose of this plan is to identify our good practice in recent years as well as areas we need to improve. We will then be able to plan and focus our school improvements in this area over the next three years.

Definition of Disability

The definition of disability under the law is a wide one. A disabled person is someone who has

‘A physical or mental impairment which has an adverse, substantial and long- term effect on their ability to carry out normal day-to-day activities.’

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Current range of known disabilities in the school community

The school has children with a range of disabilities including speech and language difficulties, social communication difficulties, Autistic Spectrum Disorder, ADHD, hearing and vision impairments and complex medical conditions which require daily care.

Disabilities among parents/carers include visual impairments and physical difficulties, with a few parents/carers using motorised scooters and other people with medical conditions. Some parents/carers have additional psychological needs that they have made known to school. We acknowledge that there are many hidden disabilities and we do all we can to make school accessible for all.

Contextual information

Since the introduction of the first accessibility scheme in 2003, a number of actions have been taken in school to remove barriers and make it more inclusive and accessible.

- School has employed two Home/School link staff to liaise with parents/carers and to work with vulnerable children
- School works with the local SEND consortia to access support for children with disabilities or barriers to learning
- Classroom doors have 2 levels of viewing panel to allow children to see inside more easily
- Door handles have been replaced making them easier to open
- Viewing panels on classroom doors are kept clear of signs and posters
- Our main entrances are on one level with ramps and wider doors
- Intercoms are positioned at low level to allow access for wheelchair users
- Both reception office areas have counters at different levels for disabled access
- The office areas provide a seated waiting areas for parents or visitors
- 1 adult size disabled toilets installed with an emergency alarm system in each building.
- Stair lift installed for use by people with mobility difficulties in Junior building.
- Disabled parking spaces are available to staff, parents and visitors in both car park areas
- Large signs indicating main entrances to both buildings.
- Direction signs placed at key points in school showing location of different areas
- Direction signs on Montague Road and St. Oswald Street indicate school locations for visitors
- Playground areas and resources allow opportunities for less physical activities if pupils desire
- Stairs have yellow high visibility paint on edges
- Personal lunchtime SA allocated to particular children where necessary (e.g. mobility difficulties)
- Children with balance difficulties line up at the front or back of the class line to avoid being accidentally pushed or knocked and to offer additional adult support if needed
- Lunchtime SA will assist carrying tray if necessary for children who have balance difficulties
- All staff are first aiders
- Staff training has included administration of insulin and insulin pumps.
- Staff have visual prompt cards on lanyards to support social communication
- School links with WDNLC including St Vincent's school for the blind

Monitoring the representation & participation of disabled pupils

Children with and without disabilities' represent all groups in school; no child is excluded from an activity based on disability.

Senior leaders evaluate participation of disabled pupils/specific groups of children in before-school and after-school clubs, each term. All disabled pupils in the school have participated in one or more clubs and are actively encouraged to do so. The variety of clubs offered is also monitored to allow a variety of physical/creative/curriculum based activities which enable access

for all pupils.

Monitoring the outcomes for disabled pupils

The class teachers, SENCO's and assessment coordinator's closely monitor the progress and attainment of all pupils on the SEND register. All children have targets to reach by the end of each academic year and at key points during the year. This involves the use of PIVATs assessments, termly assessments and teacher assessment of curriculum subjects. The monitoring helps to identify the strengths and areas to develop of each child and helps to target in-class support appropriately. Provision Plans are put into place and reviewed with pupils and parents regularly. Children are actively involved in setting new targets.

Although we have put many things in place, there may be still barriers, which need to be addressed. We recognise that we have an anticipatory duty to consider current and prospective school users. We seek to use responses from pupils, staff and parents to identify ways we can further promote equality of opportunity.

Producing the Plan

As the purpose of this plan is to promote full inclusion of pupils, staff and other school users who are disabled it was essential to have input from these groups. The development of this plan has had involvement from all school staff as ultimately it reflects school policy and practice.

Publication, Review and Revision

This updated scheme was published in October 2016. It is available to view on request to the school office and is available to view on the school website.

The progress and effectiveness of the scheme will be evaluated on an annual basis by the Leadership Team and Governing body. An annual report will be produced for the Governors in September of each academic year showing progress on implementing the action plan.

In addition to the annual reports, this accessibility plan will be reviewed after 3 years. Pupils, parents and other school users with disabilities will be invited to become involved in the review process and participate in the production of a new scheme.

Signed:

Date: October 2016

Review September 2019

St. Oswald's Catholic Primary School

Accessibility Plan 2016-2019-

Monitor and Review 1 September 2017

CURRICULUM ACCESSIBILITY

Priority	Responsibility	Strategy/Action	Resources	Timeframe	Success Criteria
To provide a differentiated curriculum to meet the needs of all pupils	All staff	Differentiation is achieved through planning and pupils work. Identifying any additional training needs	Differentiated resources, use of ICT, alternative forms of recording	Ongoing monitoring, evaluation and development	Teachers and TAs differentiate the curriculum appropriately to meet the needs of all pupils Increased access to the curriculum for all pupils
Appropriate use of budget to buy specialised equipment to benefit individual pupils and staff	SENDcos SLT BM	Identifying requirements for individual pupils	SEND budget School budget priorities	Each academic term, resources and need are considered	All children and adults have the use of specialised equipment to support them in school. Barriers are reduced.
Audit of pupil needs and staff training to meet those needs.	SLT SENDco	Review the specific needs for pupils with a disability, in terms of basic daily living skills, relationships and future aspirations. Plan for ways to remove	Budget	Ongoing monitoring, evaluation and development	Teachers are aware of the relevant issues and can ensure that this group has equality of access to learning and support.

		barriers and improve outcomes.			
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PHYSICAL ACCESSIBILITY

Priority	Responsibility	Strategy/Action	Resources	Timeframe	Success Criteria
Strategies for “quiet areas” to be set up in each year group/classroom. Introduced to support specific pupils , put in place to improve anxiety and behaviour. An area of each play area to be designated a quiet zone.	SENDcos	To identify quiet, safe areas around school so that children with social communication issues around anxiety or anger management have an area they can go to calm down.	£500	September 2017	Children have a safe place to go when they need to use their strategies for calming down.
Portable Induction Loop in Reception and Hall	SBM	To install a portable induction loop system in to reception area and hall as identified in Accessibility Audit	£250	September 2015	Providing support for deaf and hearing impaired members of the community.
Replacement/re-installation of some internal and external handrails	SBM	Some handrails are currently not up to BS 8300. Some are cold to touch and some are set at the wrong height or angle.	£4,000	September 2018	All handrails compatible with BS 8300 or relevant British Standard at time of installation.
Rises on external and internal stairs to meet current recommendations	SBM	Review and implement and recommendations	£2,000	September 2018	Stairs comply with current recommendations.

Resurface and re-mark staff car park including re-marking and signposting the accessible bay.	SBM	To arrange the re-marking of accessible bay to be included when car park is resurfaced.	£2,500	September 2017	Accessible bay is clearly marked and the correct size.
Improvement of fire alarm system	SBM	Installation of visual as well as auditory fire alarm warnings	£1,000	September 2016	Improved alarm system enabling hearing impaired to be alerted to fire alarm.
Enhance visibility of external handrails	SBM/Caretaker	Repaint handrail on accessibility ramp near main entrance and ramp on playground entrance.	£300	September 2015	All handrails contrast with background, improving visibility.
Refurbishment of ground floor accessible WC to meet current accessibility recommendations	SBM	Ensure door width is appropriate and basin and hand dryer are appropriately positioned. Correct flush handle installed.	£2,000	September 2016	WC is compatible with current recommendations.
Main entrance door handle doesn't comply with current accessibility recommendations	SBM	Replace current handle with pull bar handle and appropriate signs.	£400	September 2015	Handle complies with current recommendations.

PROVISION OF INFORMATION

Priority	Responsibility	Strategy/Action	Resources	Timeframe	Success Criteria
Availability of written material in alternative formats	HT SENCO	Improved provision of information ☑ Identify materials			

		<p>☐ Identify providers of 'translation' services</p> <p>Information about the school available in large print or on computer disc on request.</p>			
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