



# Oratory R.C. Primary and Nursery School

**'Shine as to be a light to others'**

## **Accessibility Plan 2018/2021**

### **Introduction**

This plan sets out how the Oratory will promote equality of opportunity for disabled people.

Duties in the Disability Discrimination Act 2005 (The DDA) require the governing body to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are disabled
- Promote equality for disabled people; pupils, staff, parents, carers and other people who use the school or wish to
- Prepare and publish a disability equality scheme to show how they will meet these duties

### **Definition of Disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities

### **The main priorities of our Accessibility Plan**

The purpose of this Plan is to show how the Oratory is going to meet the duty to promote disability equality for disabled pupils, staff and parents. The Plan focuses on three main priorities:

1. Increasing the extent to which pupils can participate in the school curriculum
2. Improving the physical environment
3. Providing information and support for disabled pupils and their parents/carers

All members of the school community are aware of their responsibility to fulfill their duty towards the Accessibility Plan and are aware of the schools duties towards disabled pupils, staff and parents/carers.

### **The Oratory RC Primary School and Nursery**

The Oratory is comprised of two single-storey buildings. The larger of the two buildings houses the KS1 and KS2 classrooms along with the Hall and the Kitchen. The smaller building houses an open-plan Nursery and Reception classroom. There are sloped entrances to both buildings and no stairs inside either building. There is a toilet adapted for the use of physically disabled persons in the main building. Within the main building, most classrooms are open-plan.

As a Catholic school, the Oratory is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from support services and other relevant professionals will be sought when necessary, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

The staff at the Oratory value pupils of different abilities as unique individuals created in the image and likeness of God. The National Curriculum will be implemented to meet the specific needs of individuals and groups of children by:

- setting suitable learning challenges, including Individual Target Plans for pupils with SEN
- responding to children's diverse learning needs
- overcoming potential barriers to learning for individuals and groups of pupils by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of Information and Computer Technology (ICT) and visual aids

- ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs, sports days and other special events

When planning their work, the staff will take in to account the abilities and needs of all the children in their class and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and resources. Please refer to the SEN Policy and the Equal Opportunities Policy.

## **Disabled Pupil Presence, Participation and Achievement**

We currently have one pupil with mobility and fine motor issues who has an Education Health Care Plan (EHCP). One pupils have an hearing impairment and wears a hearing aid. Three of our pupils have been diagnosed with an Autistic Spectrum Condition with several other children currently undergoing diagnosis (November 2018). The School has good links with outside agencies such as hearing impaired services, our educational psychologist, the Communication and Autism Team, Speech and Language and School Nursing. The Inclusion Leader ensure that information relevant to staff is passed on from external services and arranges regular INSET as appropriate.

Advice is sought from external agencies for SEN reviews.

Our vision is of a fully inclusive school with equal opportunities for all underpinned by the principles of the **National Curriculum Inclusion Statement** (setting suitable learning challenges, responding to pupils' diverse needs, overcoming potential barriers to learning and assessment for individuals and groups of pupils). Curriculum area plans and schemes of work will need to be scrutinised to ensure that suggested activities are accessible to all pupils and that reasonable adjustments have been made. Curriculum in this context goes beyond the 'taught' curriculum and is taken to encompass all activities undertaken during an extended school day.

High quality teaching and learning for all is a priority at the Oratory. Raising the quality of teaching for disabled pupils will be a significant step towards achieving this aim. The Inclusion Leader includes improving outcomes for pupils with SEN and disability as part of his monitoring role. Data collection and consultation will raise issues of progress and participation which will need to be addressed over the lifetime of this plan.

The school has set the following overall priorities for increasing curriculum access:

- Revision of the role of Teaching Assistants to allow for greater focus on needs of pupils with IEPs and those not making expected progress
- Further development of the curriculum and strategies to increase access for pupils working below expected levels using intervention strategies such as

### Target Teaching Groups

- Revision of the timetable
- Monitoring of planning, teaching and learning by the Inclusion Leader

### **Improving the physical environment**

There are adjustments already in place in school such as sloped entrances to both buildings, no stairs, a toilet adapted for the use of physically disabled persons and the open-plan configuration of most of the School.

In addition the following issues may be planned for:

- Additional coaching or training for disabled pupils as necessary
- Following review of individual needs special facilities/ adaptations will be made with regard to pupils break times or elsewhere in school etc.
- Ensure noisy environments are minimised to reduce difficulties for children with a hearing impairment or ASC
- To provide regular opportunities for parents of children with disabilities to be given personal additional information and to make suggestions as to how the physical environment can be improved
- As far as is possible ensure parents do not misuse existing disabled parking bays

### **Information for disabled pupils**

As with improving the physical environment, the school takes into account pupil's disabilities and provides them with the information they need to achieve their potential and in a way that is determined after taking account of their disability and any preferences expressed by them or their parents/carers.

This information may take the form of;

- Individual homework/differentiated work
- Re-adjusted timetables to take into account physiotherapy sessions etc
- Worksheets and books at the pupil's level of achievement e.g. using picture/symbol language, large print
- Teacher feedback and marking tailored around a pupil's needs e.g. simplifying language (refer to the Marking and Feedback Policy)

### **Management, coordination and implementation**

The school's Governing Body will take responsibility for the school's Accessibility Plan and set a clear direction for it through discussion at full Governing Body meetings.

The Governing Body will ensure that the Accessibility Plan is formally reviewed and revised every three years in consultation with parents (questionnaires), pupils (school council), staff (staff meetings and SLT meetings), and external specialists and agencies that support children with known disabilities.

The accessibility Plan should be read in conjunction with the following Documentation:

- School Improvement and Learning Plan / Post Ofsted Action Plan
- Equal Opportunities Policy
- SEN Policy
- Health and Safety Policy
- Behaviour Policy
- Teaching and learning Policy
- School Prospectus

### **Making the plan available**

A paper copy will be made available to anyone who requests it and copies will be placed on the school's website and the Staff area of the Curriculum Server.

### **Reviewing and revising the plan**

The Accessibility Plan will be revised and reviewed every 3 years. The review will involve revisiting the information that was used to identify the key priorities in order to make judgements on improved opportunities and outcomes for disabled pupils, staff and parents/carers. The review of the scheme will involve ALL pupils, staff, parents and Governors and will be based on information that the school has gathered during the period of this plan.

Latest Review: October 2018