



Accessibility Plan 2019 - 2022

Introduction

This plan sets out how the Oratory R.C. Primary and Nursery School will promote equality of opportunity for disabled people. This plan was written in September 2019 as will need reviewing in September 2022 as it is a requirement by the Department for Education to review Accessibility plans every 3 years.

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 R.C. Primary and Nursery School 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 fulfil their duty towards the Accessibility Plan and are aware of the schools duties towards disabled pupils, staff and parents/carers.

The Oratory R.C. Primary and Nursery School RC Primary School and Nursery

The Oratory R.C. Primary and Nursery School 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.

A parking bay marked out for use by Blue Badge holders is located immediately outside the front entrance of the school.

As a Catholic school, the Oratory R.C. Primary and Nursery School 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 R.C. Primary and Nursery School 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 Educational Plans for pupils with SEND;
- 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, 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 SEND Policy and the Equal Opportunities Policy.

Disabled Pupil Presence, Participation and Achievement

We currently have two pupils with mobility and fine motor issues. One of them has an Education Health Care Plan (EHCP) and for the other one we are in the process of making a request for one.

One pupil has a hearing impairment and wears a hearing aid. Five of our pupils have been diagnosed with an Autistic Spectrum Condition with several other children currently undergoing diagnosis (October 2019). The School has good links with outside agencies such as Pupil Support Services, Physical Disabilities Team, Hearing impaired services, 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 SEND 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 are regularly 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 R.C. Primary and Nursery School. Raising the quality of teaching for children with additional needs will be a significant step towards achieving this aim. The Inclusion Leader includes improving outcomes for pupils with SEND as part of her 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 Senior Leadership Team.

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 pupils with Physical difficulties

As with improving the physical environment, the school takes into account pupils' 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 pupils' levels of achievement e.g. using picture/symbol language, large print;
- Teacher feedback and marking tailored around a pupils' needs e.g. simplifying language (refer to the Forward 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 Plan
- Equal Opportunities Policy
- SEND 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.

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access, progress and participation for children with communication and interaction needs	C I	Whole staff training on ASD delivered by CAT Team (Tier 1).	SENDCo	<ul style="list-style-type: none"> • Time for training. • Course cost. 	<ul style="list-style-type: none"> • Pupil progress data. • Pupil feedback. • Parent feedback. • Increased staff confidence. 	2019-2021
To improve access, progress and participation for children with sensory and physical needs	C E I	Ensure personal care facilities in Early years are fully functional and fit for purpose.	EY staff	<ul style="list-style-type: none"> • Changing room facilities fully resourced. 	<ul style="list-style-type: none"> • All items stored there to be removed to ensure facilities are operational. 	October 2019
		Ensure that children with cerebral palsy who might struggle to access the curriculum are provided with appropriate resources to ensure they are able to demonstrate their progress.	Head teacher SENDCo Business manager	<ul style="list-style-type: none"> • Laptop for pupils with limited hand movement. 	<ul style="list-style-type: none"> • Pupil progress data. • Pupil feedback. • Parent feedback. 	On going
		To ensure all trips are accessible to all children. Risk assessments and ensure adjustments are made well in advance	All staff	<ul style="list-style-type: none"> • Time for pre-visits to locations (when necessary) and ensure suitable transport is in place. 	<ul style="list-style-type: none"> • Attendance to trips. • Pupil feedback. • Parent feedback. 	On going
To improve access, progress and participation for children with cognition and learning needs	C E I	To ensure full access to the curriculum by all pupils at an appropriate level.	All staff	<ul style="list-style-type: none"> • Work differentiated by depth. • Regular home/school liaison. • Advice from subject leaders. • Advice from local authority advisors. 	<ul style="list-style-type: none"> • Pupil progress data. 	On going

<p>To improve access, progress and participation for children with social, emotional, mental health needs</p>	<p>E</p>	<p>Organise training for all staff with current developments of SEMH.</p>	<p>SENDCo</p>	<ul style="list-style-type: none"> • Time allowed for induction when required and training included in school INSET. 	<ul style="list-style-type: none"> • All staff CPD up to date. 	<p>On going</p>
<p>To ensure that provision for all children on the SEND register is appropriately disseminated to receiving teacher within the transition period.</p>	<p>C I</p>	<p>Meetings arranged between teachers to ensure information about SEND is shared and good practice strategies are shared.</p>	<p>Class teams SENDCo</p>	<ul style="list-style-type: none"> • Time for meetings. 	<ul style="list-style-type: none"> • Pupil progress data. 	<p>On going</p>
		<p>To increase awareness and understanding of the medical needs.</p>	<p>SENDCo School Nurse</p>	<ul style="list-style-type: none"> • Staff training if necessary for all staff who will be working with the pupil. • Meetings with the school nurse and parents. 	<ul style="list-style-type: none"> • Staff will have an enhanced understanding of specific medical needs that may affect children in the school. 	<p>On going</p>