
OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN 2016- 18

Purpose of Plan

The purpose of this plan is to demonstrate how Our Lady Immaculate Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

Areas of Responsibilities

- Improving access to the physical environment of school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Increasing access for disabled pupils to the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- Improving the delivery of written information to disabled pupils, which is provided in writing to pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents, and be made available within a reasonable timeframe.

Our Lady Immaculate Catholic Primary School aims to treat all pupils, prospective pupils, staff, governors and other stakeholders favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. School aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in school.

Contextual Information

The school is built into the hillside over 2 and a half levels. Disabled parents and pupils have limited access to the building, however due to internal structure access once inside the building is more restricted. One parent who requires wheelchair access is able to access the building to collect and drop off his child in line with the school day.

Current Range of Known Disabilities

Our Lady Immaculate Catholic Primary school has children with a range of disabilities that include moderate and specific learning disabilities, ASD, hearing impairments and visual impairments.

We have children who have asthma and all staff are aware of these children. Inhalers are kept in each classroom and a record of use is noted.

Some children have food allergies or intolerances/cultural food choices. Photographs of these children are posted where appropriate.

All medical information is collated and available to staff via the internal intranet.

We have competent First Aiders who hold current First Aid certificates. As well as staff trained in specific pediatric first aid techniques.

All medication is kept in a central safe and secure location for easy access for First Aiders and office staff. Administration of medicine consent forms are completed by parents/carers outlining the illness and time and dosage of medication. All medication that is given is recorded. This procedure is in line with the Local Authority Policy for the Administration of Medication in Schools.

School has a Defibrillator on site. 14 key staff have been trained in the use of this equipment and all staff are aware of its location.

**OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL ACCESSIBILITY PLAN.
2016- 2018.**

Target	Strategies	Outcome	Timeframe	Achieved
<p>Physical Environment</p> <p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and to continue to improve access to the school’s physical environment for all stakeholders</p>	<p>Daily inspection of the perimeter fence and walkways is carried out by caretakers to ensure safe access on a daily basis.</p> <p>Weekly inspection of the grounds and buildings identify remedial works to be undertaken.</p> <p>School has undertaken an access audit through consultation with Arcadis to identify larger improvement work required to advance the school’s accessibility agenda. This is reviewed following capital projects which may impact on the previous plans findings.</p>	<p>Modification where appropriate</p>	<p>Ongoing</p>	

Disabled toilets	Available in EYFS and Year 5/6	This is reviewed as and when it is needed.	ongoing	
Edges of steps high visible strips?	Yes			
Quiet Areas in school in each area	The grounds are adapted where possible Where possible however all children have access to the Oratory for quiet time			
Fire escape routes	All clearly marked and kept accessible during school hours and outside of the work day.			
Internal corridors/classrooms accessible to frame/wheel chair users	Where possible, however due to stairs within the building access is limited to Upper KS2, KS1 and EYFS. Access is not available to LKS2, Gym, Media Suite and Extended School Rooms.			
Ramped access to Reception Area	Yes			
Curriculum	Monitoring and planning of a broad and balanced curriculum.	Reviewed as and when it is needed.	Ongoing	
Increasing the extent to which disabled pupils can participate in the school curriculum				
Teacher and Teaching Assistants training to	CPD training	Modification where	Ongoing	

<p>support pupils with disabilities</p> <p>Specific training to teach numeracy and literacy to pupils with dyslexia/dyscalculia</p> <p>Ensure all staff are aware of and able to use SEN software and resources.</p> <p>School trips are accessible</p> <p>Ensure disabled pupils participate equally in after school/lunch time activities</p> <p>Promoting positive imaging</p>	<p>PE coordinator arrangement of special needs pupil's competitions.</p> <p>Interactive white boards are adapted to minimise glare for children with dyslexia.</p> <p>Specific tablets for SEN pupils to access SEN apps for example- nesy, IDL etc.</p>	<p>appropriate</p>		
<p>Written Information</p> <p>To ensure that all parents/carers, pupils and other stakeholders can access information</p>	<p>Different languages on the website for translation</p> <p>EMTAS course for parents new to English</p> <p>All school newsletters/letters are uploaded to the website to facilitate the translation into other languages.</p> <p>Groupcall texting service is used which also has the facility to translate into other languages.</p>	<p>Reviewed as and when it is needed.</p>	<p>Ongoing</p>	
<p>Access to Parents' evenings/celebration events</p>	<p>Alternative methods of communication where possible will be adapted.</p>	<p>Reviewed as and when it is needed.</p>	<p>Ongoing</p>	

<p>To provide written information to pupils in an appropriate format.</p> <p>End of term reports</p> <p>Alternative forms of contact</p> <p>Encourage disabled pupils to express access needs and in exploring learning needs</p> <p>Review promotional material to ensure it explicitly welcomes disabled pupils and those with SEN.</p> <p>Review the access to information provided to parents of disabled pupils. Liaise with parents.</p>	<p>Parents can request large print formats from the school office if required</p> <p>Alternative arrangements for home visits or phone calls will be made when required.</p> <p>School local offer is available on website</p> <p>The school will make reasonable adjustments to meet the needs of its pupils and families</p>			
<p>Equality and Inclusion</p> <p>Staff awareness of disability issues</p> <p>All policies consider implications of disability access.</p> <p>Routinely distribute information from disabled groups to parents of disabled pupils.</p> <p>Consider creating a disabled parents/pupil</p>	<p>All staff ensure curriculum is inclusive</p> <p>Parents support group meeting every week.</p>	<p>Reviewed as and when it is needed.</p>	<p>Ongoing</p>	

forum group to discuss issues. Positive imaging of disabled people throughout school.				
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Approved by Governors:

Signed: R. Hughes

Review Date: