

Our Lady of Peace Catholic Primary and Nursery School

'With Christ in our hearts, together we grow'.



Accessibility Plan May 2024-2025

Statutory Policy -

Review Dates:	Ratified: FGB Meeting 18/07/2024	To be reviewed: June 2027
Signatures:	Headteacher: Mrs Jan Holden	Chair of Governors: Mrs Kelly Robinson

The school has a commitment to safeguarding and promoting the welfare of children.

1. Introduction

1.1. Our Accessibility Plan is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender, or race. Our Lady of Peace Catholic and Nursery School puts accessibility for all at the heart of the planning and design process.

1.2. As a school, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents, and visitors regardless of their educational, physical, sensory, social, emotional, and cultural needs. Furthermore, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance, and inclusion.

1.3. The school recognises that many of our pupils, visitors, and staff, whether disabled or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of our ongoing commitment to the delivery of an inclusive educational service, we work hard to ensure that all our pupils receive a high a standard of education and are supported in reaching their full potential. Good communication and cooperation between the school, home and other professionals are essential.

The key aims of this plan are to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to increase disabled pupil's physical access to education and extra-curricular activities.
- Improve the delivery of information to disabled children and young people; using formats which give better access to information.
 - Use of assisted technology as recommended.

- Allowing a child to access the same curriculum as their peers, as much as their ability/ condition allows.
- Reduce the risk of lowering self-confidence and educational achievement.
- Promote equal access to education for all children.
- Establish effective liaison.
- Ensure that prompt action takes place.

2. Statutory Responsibilities

2.1. The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

2.2. The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

2.3. These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have 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. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

2.4. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not in itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that should be considered.

2.5. The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Contenance
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Perception of risk of physical danger

2.6. A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

2.7. Some disabled pupils also have special educational needs and disabilities (SEND) and may be receiving support via school-based SEND provision or have an Education and Health Care Plan (EHCP). Just because a disabled pupil has SEND or has an EHCP, does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have an EHCP, will receive all the support they need through the SEND Code of Practice (2014). and there will be nothing extra the school has to do.

3. Role of the Governing Body

3.1. This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required under the Equality Act 2010. The three key duties are to:

- Increase the extent to which disabled children and young people can engage in the school curriculum.
- Improve the physical environment of the school to increase disabled pupils' physical access to education and extra-curricular activities.

- Improve the delivery of information to disabled children and young people, using formats which give better access to information.

3.2. The responsibility for the Accessibility Plan lies with the Governing Body and Headteacher.

3.3. It is a requirement that the school's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary.

Attached is a set of actions showing how the school will address the priorities identified.

4. Health and Safety

4.1. The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

4.2. There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

5. Charging Arrangements for Making Reasonable Adjustments

5.1. It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

6. School Context

6.1. Our School currently has a wide range of children with Special Educational Needs, medical conditions and disabilities such as hearing, sight, autistic spectrum disorder, ADHD along with other conditions such as life-threatening heart conditions, epilepsy and number of children with specific medical needs including diabetes. We also have children with physical disabilities.

7. Existing Good Practice in School

7.1. Access and participation to the curriculum

- Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful
- Disability awareness is promoted in the curriculum, through assemblies and specific events.
- Staff working with pupils with disabilities receive specialist training.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children, for example a named adult will provide 1:1 support if appropriate.
- Disabled pupils are able to access a range of activities and clubs beyond the school day; they participate in residential visits.
- Pupils on roll receive support from specialist services e.g. Occupational Therapists, Educational Psychologist, Autism support and the Sensory Consortium, as available. Staff members are trained to help support children e.g. Speech and Language (SALT) and Emotional Literacy Support (ELSA).

7.2. Access to the physical environment

- The school is accessible for wheelchairs and frames, with the exception of the route upstairs on both sites. We review annually to ensure any children with physical disabilities who cannot access upstairs is allocated a classroom downstairs. Corridors and routes are kept clear of obstacles.

The ELSA Room is available on the Lower Key Stage site and provides a place where children can take time out. It is accessible.

The Reception area and Upper Key Stage building, has access to a disabled toilet facility.

Increasing access and participation to the curriculum for pupils with a disability				
Aim	Actions to be taken	Time Frame	Responsibility	Outcomes
All children are able to attend Off Site visits.	Careful Risk Assessments undertaken to ensure access for all	On-going	SENDCO Teachers	Risk Assessments to show consideration for all children with disabilities All children included in Off Site visits.
Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible	Parental and external advice sought as necessary including from specialists to input into HCP & Risk Assessments Risk Assessments to ensure access to educational visits prior to visit	Annually On-going	Lisa Webster	Advice sought from specialist advisors. EHCPs are used to create individual programmes of study. Children with medical and disabilities have access to trips, special events, after-school clubs etc.
Children have a Personal, Emergency Evacuation Plan (PEEPS) plan in place.	Plan for evacuation arranged and a designated person is named for the child.	Annually On-going	SENDCO and named adult/ class teacher	An individual plan for children with complex needs and/ medical needs which provides them with assistance for evacuation, during an emergency. This will also be in place for any fire drills.

Improve and maintain access to the physical environment, so that disabled pupils can take better advantage of the education, benefits, facilities and services on offer

Aim	Actions to be taken	Time Frame	Responsibility	Outcomes
To ensure that steps and markings within school and externally in the carpark are clear.	Steps to be repainted to ensure visibility is good. Disability car bays are clearly marked and clear	Annual checks and on-going	Site manager	All areas of the school with be safe and clearly marked for those with sight impairments or disabilities.