

Our Lady and St Joseph, Brooms, Catholic Primary School, Leadgate



**Accessibility Plan
September 2024 - 2025**

Accessibility Plan 2024 - 2025

We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Our Lady and St Joseph, Brooms, Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Plans for accessibility improvement are developed through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- Physical facilities*
- The school curriculum*
- Support services*
- Awareness*
- Communication of information*

Definition of disability

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

Current Range of known disabilities

The school has children with a range of disabilities including physical and moderate and specific learning disabilities.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within

mixed ability, inclusive classes. *It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.*

Physical

Process for Identifying barriers

- *Annual Governor monitoring*
- *Risk assessments*
- *Review of classroom environment at transition*
- *General risk assessments for activities*
- *Feedback questionnaires as part of school evaluation process*
- *Support Plan reviews*
- *Feedback from visitors*

Summary of Progress

Over the last few years, school has increasingly become equipped for effective access for disabled pupils to the school curriculum (this 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).

An access changing toilet is available with changing table and disabled toilet.

Ramp access has been installed to the EYFS outside area to provide access into school. Ramp access is also present at the back door into the school yard, as well as accessibility via the main front door of the school.

Access is available from the car park into the school hall, as well as access into the main school entrance via the path at the front of the school.

Persons identified to facilitate the exit of disabled pupils during fire evacuation.

Yellow strips mark step edges throughout school.

Objectives for Improvement				
<i>Target</i>	<i>Strategies</i>	<i>Time-scale</i>	<i>Responsibility</i>	<i>Success Criteria</i>
<p><i>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</i></p> <p><i>Policies updated in light of 2014 guidance supporting children with medical conditions</i></p>	<p><i>Continue to create care plans for individual disabled pupils as part of the Support Plan process when required, in line with new guidelines. Be aware of staff, governors and parents access needs and meet as appropriate</i></p>	<p><i>As required</i></p> <p><i>Induction and ongoing if required</i></p> <p><i>Autumn Term</i></p>	<p><i>SENCO</i></p> <p><i>Executive Headteacher</i></p>	<p><i>Parents/Children have full access to all school activities</i></p> <p><i>Access issues do not influence recruitment and retention issues</i></p>
<p><i>Ensure all disabled pupils can be safely evacuated</i></p>	<p><i>Fire and Safety guidance updated to ensure procedures in place for evacuating any disabled child</i></p>	<p><i>As required</i></p> <p><i>Each September</i></p>	<p><i>Executive Headteacher</i></p> <p><i>SENCO</i></p> <p><i>Teaching Assistants</i></p>	<p><i>All disabled pupils and staff working alongside are safe in the event of a fire</i></p>

The School Curriculum

Process for Identifying barriers

- *Monitoring of Learning Support*
- *Evaluation of class teacher, performance data, evaluations of the children, outcomes of Support Plan reviews and parents/carers consultation*
- *Advice and audits form external sources ☒ Lesson observations ☒ Discussion with staff.*

Summary of Progress

Specialist equipment used for pupils as appropriate and further resources and equipment identified – ergonomic pens/pencils, resources, motor skills programs, speech and language programs.

Pupils engaged in a wide range of extra -curricular activities.

Ongoing staff training with respect to physical disability to ensure successful inclusion

Objectives for Improvement

<i>Target</i>	<i>Strategies</i>	<i>Time-scale</i>	<i>Responsibility</i>	<i>Success Criteria</i>
<i>Ensure staff have specific training on disability issues</i>	<i>Be aware of staff training needs. Staff access appropriate CPD</i>	<i>As required</i>	<i>Executive Headteacher SENCO</i>	<i>Raised confidence of staff</i>

<p><i>All educational visits to be accessible to all</i></p>	<p><i>Guidance kept updated for staff on making trips accessible</i> <i>Ensure each new venue is vetted for appropriateness</i></p>	<p><i>As required</i></p>	<p><i>EHT/EVC</i></p>	<p><i>All pupils in school able to access all educational visits and take part in a range of activities</i></p>
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Support Services

Process for Identifying barriers

Feedback from children and parents

Performance data

Ability to secure external support as required Outcomes of Support Plan review.

Summary of Progress

Advice from support services acted upon in relation to setting up provision/strategies.

Use of Educational Psychology service and feedback to Parents.

Use of Cognition and Learning team with feedback to Parents.

Use of In School Counselling service with engagement from Parents.

Links with external support agencies greatly improved to secure advice linked to mental health issues; a number of pupils have benefitted from this.

Regular advice and support from speech therapist, physiotherapist, sensory support and occupational therapist for named pupils.

Objectives for Improvement				
<i>Target</i>	<i>Strategies</i>	<i>Time-scale</i>	<i>Responsibility</i>	<i>Success Criteria</i>
<i>Continued access to Educational Psychology service</i>	<i>SLA</i>	<i>Ongoing</i>	<i>SENCO Educational Psychologist All staff</i>	<i>Increased support/assessment for pupils in school for staff</i>

<i>Continue to use Counselling Service</i>	<i>Part funding from CoL</i>	<i>Ongoing</i>	<i>Executive Headteacher</i>	<i>Support for mental health and emotional well-being.</i>
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Awareness
Process for Identifying barriers
 Feedback from children and parents
 Ability to secure external support as required Outcomes of Support Plan review.
Summary of Progress
 Staff training for Diabetes when applicable. (Key staff)
 Staff training for Epilepsy when applicable (Key Staff)

Objectives for Improvement				
<i>Target</i>	<i>Strategies</i>	<i>Time-scale</i>	<i>Responsibility</i>	<i>Success Criteria</i>

<i>To ensure confidence and awareness</i>	<i>Access any further training that is required</i>	<i>As required</i>	<i>Executive Headteacher/SENCo</i>	<i>Staff trained and confident</i>
<i>Asthma Training</i>	<i>Arrange for School Nurse to train staff/lunchtime supervisors</i>	<i>Annually</i>	<i>School Nurse</i>	<i>Staff trained and confident</i>

Communication

Process for Identifying barriers

Feedback from children and parents

Questionnaires

Feedback from external agencies

Support Plan review

Summary of Progress

Home School diaries for named children have been set up to provide daily communication between home and school.

Engagement of parents/carers

Objectives for Improvement

<i>Target</i>	<i>Strategies</i>	<i>Time-scale</i>	<i>Responsibility</i>	<i>Success Criteria</i>
<i>Improved communication with Parents/Carers</i>	<ul style="list-style-type: none"> <i>SENCo available at Parents evenings.</i> <i>Arranged drop in sessions with School Nurse</i> 	<i>Current Year</i>	<i>SENCO</i>	<i>Parents feel more able to ask questions or for relevant information.</i>