

St Osburg's Catholic Primary School and Nursery



Accessibility Plan

2017-2020

*"We are a community of love, learning and growing
in the image of Christ"*

At St Osburg's RC Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

St Osburg's RC Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan contains relevant and timely actions as and when needed:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as and when necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The St Osburg's RC Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy

- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

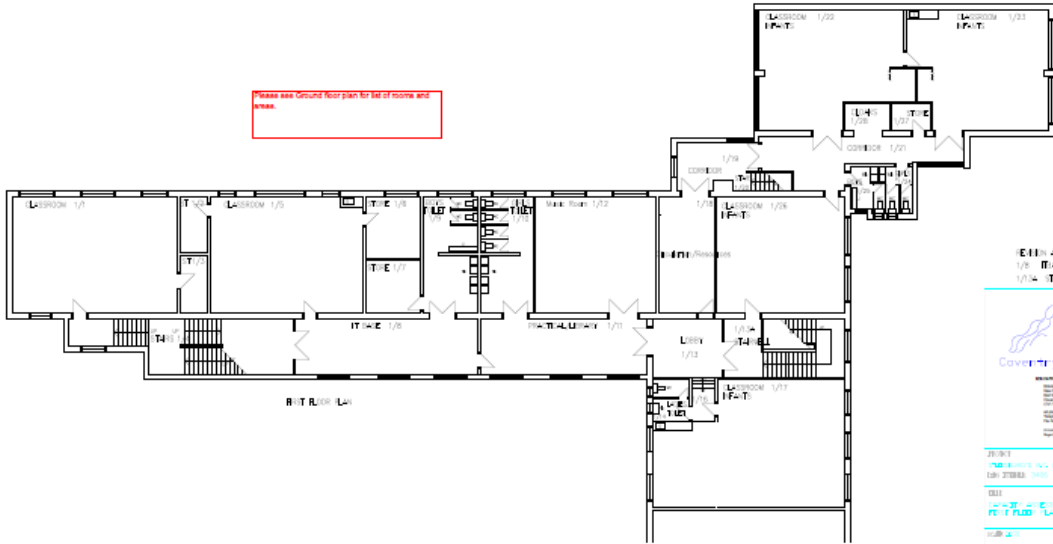
Approved by Governors – October 2017

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

Please see ground floor plan for list of rooms and areas.

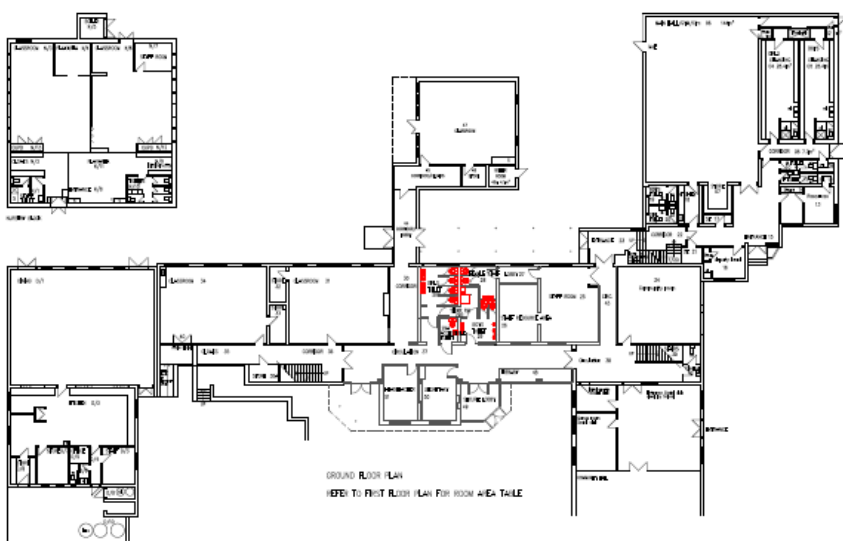


EDUCATION
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This drawing has not been updated for sometime and may not reflect the school as it currently stands

Room No.	Room Name	Area (sqm)	Notes
1/1	CLASSROOM	12.5	
1/2	CLASSROOM	12.5	
1/3	CLASSROOM	12.5	
1/4	CLASSROOM	12.5	
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GROUND FLOOR PLAN
 REFER TO FIRST FLOOR PLAN FOR ROOM A/E-TAIL

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Wheelchair access	<ul style="list-style-type: none"> • Ramp into the reception area • EYFS; Nursery; Year 1 and Year 2 • The hall can be accessed via the nursery exit 	In place	
Lighting	<ul style="list-style-type: none"> • External lighting by dining room for access to the car park • Playground 	2016	
Disabled parking	<ul style="list-style-type: none"> • Places to be provided 		
Disabled Toilet	<ul style="list-style-type: none"> • KS1 area 	In place	
Changing and shower facilities	<ul style="list-style-type: none"> • KS1 area 	In place	

Access to the curriculum

Differentiation in teaching	<ul style="list-style-type: none"> • SLT to monitor quality of differentiation and provision for children with SEND 	2018	
Interventions	<ul style="list-style-type: none"> • Inclusion team to audit current interventions and their success and impact on progress • Staff to put intervention for each child with SEND on OTrack 	2018	
Classrooms are organised to promote the participation and independence of all pupils	<ul style="list-style-type: none"> • Audit of resources /QFT to ensure that lessons are planned to meet the needs of all children within each class 	2018	
CPD training in supporting children with SEND. Focus on key areas of need within school: SLCN, ASD, SEMH	<ul style="list-style-type: none"> • Identify gaps in knowledge and seek external advice if necessary 	2017-18	
Availability of written material in alternative formats when specifically requested	<ul style="list-style-type: none"> • School to make itself aware of services available for converting written information into alternative formats 	Ongoing	
Review documentations on website to check accessibility for parents with English as an Additional Language	<ul style="list-style-type: none"> • The school will review formats publicized on school website- particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language 	Ongoing	

Access to the Building