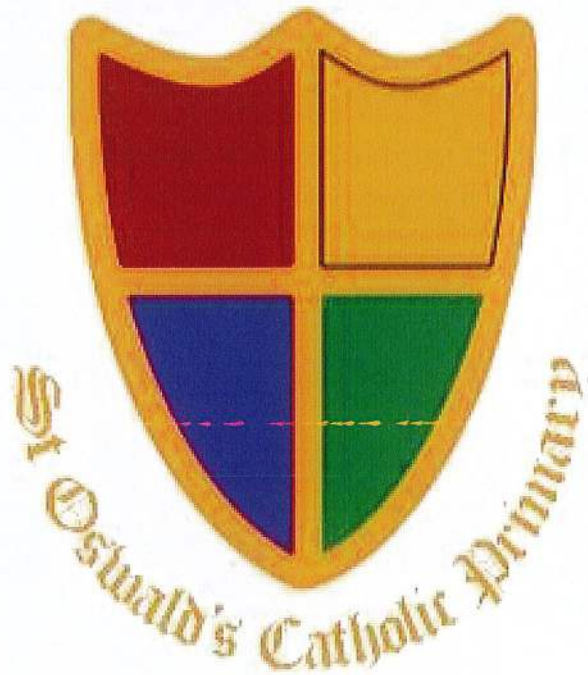


St Oswald's Catholic Primary School

Accessibility Plan

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life to provide an environment in which the dignity of each person as a child of God is recognised and developed.



"We walk in the footsteps of Jesus so
that we may have life in all its fullness"

John 10:10

Review Date:	September 2026
Adopted:	September 2024

Introduction

This plan has been written to ensure that St Oswald's RC Primary School meets the necessary requirements of accessibility for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

St Oswald's RC Primary School recognises its duty:

- To ensure that the admissions, exclusions and provision of educational and associated services does not discriminate against any child with a disability. Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourable.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

St Oswald's RC Primary School aims to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

"They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities"

St Oswald's provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils

The three areas to be considered in the action plan are:

a) **Improving education and related activities:** St Oswald's will seek and follow the advice of LA services, such as specialist teacher advisors and SEND advisors, and appropriate health professionals from the NHS Trust.

b) **Improving the physical environment:** St Oswald's will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

c) **Improving the provision of information:** St Oswald's will make itself aware of the local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Contextual information

St Oswald's RC Primary is a highly inclusive school, it is made up of one single storey building which is fully accessible to the whole school community.

There is a ramp for easy access to all, with wide doors for ease of entry.

Information about the school's disabled population

The school's population can have children who have some kind of impairment, be it physical or mental. Some children have moderate and specific learning difficulties.

Home visits are undertaken for children beginning Nursery and Reception if any additional needs have been identified. The LA and health advisers are contacted for support and guidance.

Staff are trained in the use of an EpiPen and asthma inhalers where necessary and several members of staff hold current first aid qualifications.

Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEND register and those who have disabilities. Where children have significant health problems, all appropriate adults are informed.

How appropriate is the current provision?

Staff are highly aware, by effective communication, of the issues faced by disabled pupils and act to resolve them, e.g., adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive.

Regular CPD addresses the inclusion agenda.

Provision in an Emergency

Where required children with specific needs will have their own personal evacuation plans. We have regular evacuation practices for all children.

Recent projects to improve the physical environment have included:

- Whole School Fencing
- New KS1 & KS2 toilets

Targets for 2024-2026

- Extend and improve outdoor provision for Reception.
- KS2 Yard improvements

This report will be reviewed in September 2026

Signed: A. Godfrey (SEND Co-ordinator)

Signed: [Signature] (Head teacher)