

St. Oswald's Catholic Primary School Accessibility Plan 2023/2024



1. Introduction

Schools' duties around accessibility for disabled pupils

Schools and Local Authorities need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality

Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the Disability Discrimination Act to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the Disability Discrimination Act.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.

- To plan to increase access to education for disabled pupils.

This 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 by the planning duties in the Disability Discrimination Act.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At St. Oswald's Catholic Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

St.Oswald's Primary School aims:

to provide a safe, secure, stimulating and supportive atmosphere where each child is valued

to nurture children towards positive self-worth, self-confidence as learners and to help

each child mature socially and emotionally

to secure an inclusive learning environment and to support individual pupils

i) with special educational needs

ii) with disabilities

1.1.2 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1.2 The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Disability

Discrimination Act definition of disability covers physical disabilities, sensory impairments and learning disabilities.

3. St. Oswald's Catholic Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion - (Statement within all school policies)

4. This plan considers the following three areas as identified in the introduction:

4.1 Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation

4.2 Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as appropriate seating and ICT equipment

4.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

5. Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special

educational needs. Working with the LA and Educational Psychology Service, the Inclusion Manager manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The school Pastoral Manager provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy
- Hope and Willow Grove Special School Outreach Team

6. Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by St.Oswald's Catholic Primary School.

7. Improving the delivery of information to disabled persons

Staff are aware of the services available through the Local Authority for converting written information into alternative formats.

8. This Access Improvement Plan is reviewed annually by the Governors' Curriculum Committee. In addition it will be reviewed

three yearly by the Headteacher Senior Leadership Team following consultation with the larger school community, the Consultation committee, school council and questionnaires.

9. Information on how to view this plan is included in the Disability Equality Scheme and in the school prospectus and it is published on the school website under parent information.

Priority	Lead People	Strategy /Action	Resources	Time	Success Criteria
Maintain Safe Access around exterior of school	HT's/ SLT	Ensure that pathways are kept clear.	Cost included in grounds maintenance budget.	Ongoing	Disabled people to move around exterior of school unhindered.
Training for teachers on adapting the curriculum and effective communication with parents.	HT's/ SLT	Staff training and meetings with parents of SEN pupils arranged/Liverpool School Improvement training	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
Training for staff on increasing access to the curriculum for disabled pupils	HT's/ SLT	Staff training on communication/interventions. T/A courses on Autism and Transition to High School	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met

Appropriate use of specialised equipment to benefit individual pupils and staff	HT's/ SLT	Specific training in word processing skills through Touch Type Programme. Laptops. Sloping boards for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped grips for pens and pencils for pupils with difficulty. Staff trained as appropriate.	Specialist equipment as listed	In place & ongoing	Increased access to the Curriculum Needs of all learners met.
High profile within school on pupil's oracy skills- Nellie	HT's SLT	Sparkle Time (Intervention) to develop language in Early Years and KS1	T/A time allocated	On going	Increased access to the curriculum. Needs of all learners met.