



Our Lady & St Thomas Primary School



2019 - 2022

Accessibility Plan

This Accessibility Plan has been drawn up in consultation with the Local Authority, children, parents, regular visitors, staff and governors of the school.

We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our Lady & St Thomas Primary School plans, over time, to increase the accessibility of provision for all children, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase **access to the curriculum** for children/students with a disability, expanding the curriculum as necessary to ensure that children/students with a disability are as, equally, prepared for life as are the able-bodied children/students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these children/students in accessing the curriculum.
- Improve the delivery of **written information** to children/students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning File

The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.

OFSTED, as part of their inspection cycle, will monitor the Plan.

The Finance Committee review this policy on an annual basis in the Autumn Term.

Head Teacher: Mrs Ruth Veitch

Chair of Governors: Mrs Alison Aisbitt

Date: Autumn Term 2019

Activity	ACTION / TARGET	RESOURCES	WHO IS RESPONSIBLE	SHORT, MEDIUM or LONG TERM	ACTION COMPLETE
CURRICULUM Increase access to curriculum for pupils with a disability	Ensure inclusion underpins every aspect of the curriculum.	Head Teacher	Head teacher and Governors	Ongoing	
	Ensure all classrooms and resources are organised in accordance with pupil need. EG – Resources accessible for pupils with physical, hearing or visible disabilities	School knows how to access LA support for such aids.	Teachers	Ongoing	
	Ongoing programme of staff training in disability awareness to reflect the diverse needs of pupils within the school and anticipatory duties.	RVI Powerpoints etc. Access professionals from NHS to support staff in managing disabilities.	Head Teacher & SENDCO		
	Reviewed resources for pupils with ADHD/ASD difficulties and purchase resources to aid concentration in class Assist parents in accessing additional resources and grants to support their child's education and make the curriculum more accessible.	Wobble cushions, sensory ball, weighted jackets and fiddle toys. Zones of Regulation book. Emotional wellbeing.	SENDCO & Specialist Teaching Assistant	Currently in use. Short term - Spring 2020	
	Increase awareness of and positive attitudes towards disability through the curriculum, including aspects of disability equality in school assemblies and worship.	PSHE resources	Teachers	Ongoing	
	Review school text and reading books and when possible ensure current and future purchases promote disabled people positively and equally to those without disabilities.	Access through Durham Learning Resources	English Lead	Medium Term	
	Include information and key statutory documents with regard to SEND / Disability / Equality on the school website		SENDCO / Head teacher	Short	Autumn 2019

<p>ACCESS TO THE WIDER CURRICULUM</p> <p><i>Increase participation in all school activities</i></p>	<p>Leaders to analyse wrap around provision with a focus on SEND and Pupil Premium participation.</p> <p>Identify any potential barriers.</p> <p>Access to Forest School weekly</p> <p>Encourage staff to ensure all pupils enjoy a wide variety of experiences, visits and increase cultural capital for all pupils.</p>	<p>Additional Adults to support as required.</p> <p>Subsidised Wrap around care for most vulnerable pupils</p> <p>Trained staff to be Forest Lead & Forest Support</p> <p>Visits to Beach and Kynren, Durham Cathedral.</p>	<p><i>SENDCO / Head Teacher</i></p>	<p>Short</p>	<p>Autumn 2019</p> <p>Autumn 2019</p>
<p>To ensure all policies consider the implications of SEND to ensure the provision of equal opportunities and awareness of particular individual needs</p>	<p>Revise annually :</p> <p>Behaviour / Anti-Bullying Policy, School Charter, Homework, Supporting Pupils with Medical Needs and Intimate Care and Toileting Policy.</p> <p>SEND Information report</p>	<p>Leadership Team and SENDCO time to review policies</p>	<p>Governors</p>	<p>Short –</p>	<p>website update Autumn 2019</p>
<p>IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL</p>	<p>Additional signage for visually impaired</p>			<p>2022</p>	
	<p>Work with Diocesan Architect to look at entry into main Reception as at present this area has two steps.</p> <p>Leaders researching security of doors</p>	<p>Requested quote £2000 needed to complete work</p>	<p>Finance Committee</p> <p>Head teacher to submit bid to Diocese for LCVAP money</p>	<p>Nov 19</p> <p>Dec 19</p> <p>Ongoing - 2022</p>	

	Signage at lower levels required for those with visual impairments and wheelchair users. Illuminated signs for fire doors to be purchased			2022 Autumn 2019	
	Lighting improvements in main hall, corridors and external security lights			Autumn 2019	Commenced Sept and completed October 2019.
IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS	School collected information from a questionnaire sent to parents, where they were invited to share any information regarding additional needs or disabilities and any additional or alternative support they may require.			November 19	