

Accessibility Plan for Our Lady of Lourdes CP School

2025-2027

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- 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;
- increasing the extent to which disabled pupils can participate in the school curriculum.

***Disability** - A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Disability Discrimination Act 1995 (DDA) uses a broad definition of these to cover all activities that occur in a school.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

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

Our Aims and Objectives

To increase and eventually ensure for pupils with a disability, that they have: - total access to our setting's environment, curriculum, and information and full participation in the school community The school plans, over time, to increase the accessibility of provision for all students, staff, and visitors to the school. The main priorities in the school's plan will be in the following areas:

- 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;
- increasing the extent to which disabled pupils can participate in the school curriculum.

Access to the Physical Environment

Objective	Strategies	Action by whom and when	Monitoring by whom and when	Evaluation by whom and when
Maintain safe physical access to school site	<p>Keep entrance / exit routes, cloakrooms, and corridors clear from obstructions/ trip hazards.</p> <p>Complete remedial work when required.</p> <p>Ensure that ramps are kept clear of grit and gravel.</p> <p>As and when required, make sure staff and students are aware of the need to help by holding open doors or carrying materials for people with disabilities who have difficulties at the entrance.</p> <p>As and when needed, remind parents via newsletters and parent pay not to use the disabled space in the school car park and to park safely at drop off and collection times.</p>	<p>Teachers/TAs - ongoing</p> <p>Site Manager - ongoing</p> <p>Whole school – ongoing</p> <p>Headteacher – as needed</p>	<p>Headteacher and Site Manager to do health and safety walks, termly.</p> <p>Headteacher and Site Manager to do health and safety walks, termly.</p> <p>Headteacher regular reminders and praise, in assemblies, as needed.</p> <p>Office staff and Headteacher, weekly.</p>	Site Manager/Headteacher termly
Maintain disabled toilet and associated equipment	<p>Annual maintenance check</p> <p>Ensure any issues are reported to Headteacher /Site Manager immediately</p>	<p>External – yearly</p> <p>Whole school - ongoing</p>	Headteacher and Site Manager to complete regular health and safety walk – termly.	Site Manger Termly
Ensure safe exits points in the event of an evacuation	<p>All escape routes are free from obstructions.</p> <p>Staff and children are trained in evacuation procedures with individual PEEP (Personal evacuation plans) in place for individual children where and when needed.</p> <p>Clearly displayed and regularly practiced.</p>	<p>Whole school</p> <p>SENCo Headteacher</p> <p>Site Manager</p>	<p>Headteacher and Site Manager to do regular health and safety walk – termly.</p> <p>SENCo and Headteacher, yearly</p>	Site Manager/Headteacher Termly

	Ensure fire extinguishers are wall mounted, clearly signed, and checked annually.	Fire Marshal	Fire Marshal and Headteacher termly	
Ensure Inclusive classrooms support children's sensory and physical needs.	<p>Provide quiet spaces in class, in shared areas and/or in The Den to allow children a reduction in sensory overload.</p> <p>Provide resources which reduce sensory and physical overload such as ear defenders, fidget tools, coloured overlay as Dyslexia friendly.</p> <p>Provide structured opportunities at lunch play, which cater for children's needs, allow them greater access at play and to return to classes ready to learn.</p>	<p>SENCo</p> <p>Class teachers TAs</p> <p>Headteacher; lunchtime supervisors/TAs, daily</p>	<p>SENCo termly</p> <p>SENCo termly</p> <p>Headteacher termly</p>	SLT Termly

Access to Information

Objective	Strategies	Action by whom and when	Monitoring by whom and when	Evaluation by whom and when
To ensure written information is presented in an accessible format for children and parents.	Availability of written material in alternative formats as identified in Individual Education Plans and parent information	SENCo Class teachers TAs	SENCo termly	SLT Yearly
To ensure parents have a range of access to information, and that information is shared regularly with parents about the school, their	Use a range of platforms to communicate with parents including emails, Parent pay, social media, phone calls, face to face and Edukey.	SENCo Class teachers TAs Headteacher yearly	SENCo termly SENDCo, yearly	SENCo Termly

<p>child or additional information such as SEN.</p>	<p>Complete parental survey about communication to gain feedback to enhance provision.</p> <p>Share with parents the SEN process so they feel well informed and understand the systems.</p> <p>Share with parents' links on the school website, social media, and emails; support for their children's learning, to access external advice/resources and the local offer of support</p>	<p>SENCo yearly</p> <p>SENCo, termly and as required</p>	<p>SENCo yearly</p> <p>SENCo termly</p>	
<p>Children have access to visual timetables, now and next boards and task management boards to help them know the information they need to manage the school day/learning.</p>	<p>Make copies of resources, write into IEPs, and monitor their use/impact.</p>	<p>SENCo Class teachers TAs</p>	<p>SENCo termly</p>	<p>SLT Termly</p>

Access to the Curriculum

Objective	Strategies	Action by whom and when	Monitoring by whom and when	Evaluation by whom and when
<p>To ensure appropriate and early diagnosis of additional needs.</p>	<p>Clear policy and procedures for recognising potential SEN difficulties and how to proceed.</p> <p>Clear use of screening tools, assessments, and monitoring systems to further evidence areas of need.</p> <p>Use of external agencies where appropriate such as EP, SALT, OT</p>	<p>SENCo Class teachers TAs - As needed</p>	<p>SENCo termly</p>	<p>SLT Termly</p>

	Excellent communication with parents of concerns and early intervention strategies			
To further develop the staff's understanding of SEND so they can understand the adaptations required and make proactive changes to enhance provision where appropriate.	<p>Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD.</p> <p>Regular learning walks and staff feedback on managing areas of need.</p> <p>Regular conversations and proactive adaptations between class teachers and SENCo.</p>	<p>SENCo Class teachers TAs - ongoing</p>	SENCo termly	SLT Termly
To increase access to the curriculum for all pupils	<p>Ensure that SEN provisions are in place for all children with IEP and offered universally for all children who may find it supportive to access the curriculum.</p> <p>Ensure that, where needed, children's learning is scaffolded.</p> <p>Ensure that children are emotionally ready to learn by having their SEMH needs met through pastoral support and inclusive classrooms.</p>	<p>SENCo Class teachers TAs - ongoing</p>	SENCo -termly reviews	SLT termly
Ensure Enhanced Provision enables children to access learning and make progress on their individual targets.	<p>Individual timetables for each child, tailored to their needs.</p> <p>Visual, concrete and sensory supports in place-seen in room and on timetables.</p> <p>Regular social skills input.</p> <p>Regular emotional literacy and co-regulation support.</p> <p>Literacy and Numeracy skills through adapted approaches.</p>	EP Lead	SENDCo Quality Assurance	

To ensure The Den, the calming room, the Nook are used effectively to meet the extra needs of children in school.	These spaces can be accessed throughout the day to support pupil provision including pastoral, emotional, social, and educational.	SENCo Class teachers TAs - Weekly	SENCo and Headteacher- termly meetings	SLT, termly
To ensure Intent (IEPs) match the Implementation so children can make progress in accordance with their learning targets	Plans to be shared with parents and children. Child voice is gathered when setting learning targets and children have opportunities to practice these targets regularly throughout the week. Children and parents receive positive feedback about their steps to achieving their SEN targets. SEN targets are recorded and monitored. SEN targets are reviewed and progressive.	SENCo Class teachers TAs - ongoing	SENCo termly Child voice termly Parent voice termly	SLT Termly
To ensure access to computer technology appropriate for pupils with disabilities.	IEPs include technology, as required, to support pupil access and reduce barriers to learning. Pupils use the technology regularly, so they are familiar with the techniques and become competent in their application.	SENCo Class teachers TAs - ongoing	SENCo and computing lead termly	SENCo yearly
To ensure events such as Sports Day are fully accessible.	To adapt each year's sports day for any child with physical disability.	PE Coordinator in consultation with SENCo	PE Coordinator and SENCo Yearly	SLT yearly.
To ensure access to trips (including residential and swimming)	Risk assessments should be done for pupils with additional needs, where necessary. Appropriate and reasonable adaptations should be put in place to mitigate risk	Class teachers, SENCo and Headteacher and as needed	Headteacher, termly	Headteacher Yearly.

- Please look at the school website for further policies and guidance.