

## **Our Lady of the Wayside**

### **Accessibility Plan**

**2020-2024**

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#### **1. Introduction**

At Our Lady of the Wayside, we strive to ensure all our pupils, staff and visitors feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

The Disability Discrimination Act (DDA) 1995 (amended by the Special Needs and Disability Act 2001) was replaced by The Equality Act 2010. The Equality Act places a legal requirement on all schools to increase accessibility for disabled pupils. Since September 2002, the Governing Body has had three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

The Equality Act 2010 defines a disabled person as someone who has a mental or physical impairment that has a substantial long-term adverse effect on the person's ability to carry out normal day-to-day activities.

It is helpful to understand what mental and physical impairments are included. Guidance on the Equality Act 2010 states that:

A person who has cancer, HIV infection or multiple sclerosis (MS) is disabled person. This means that the person is protected by the Act effectively from the point of diagnosis.

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME)/chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and
- cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia; learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour;
- produced by injury to the body or brain.

*Office for Disability Issues, August 2010*

## **2. Vision & Values**

We aim to treat all members of the school community equally, regardless of age, sex, race, colour, nationality, ethnic or national origin, disability, marital status or religious belief. We are committed to providing a broad, balanced and flexible curriculum which meets the needs of all pupils, and embrace the three principles essential to developing an inclusive curriculum:

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

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We are committed to promoting equality of opportunity to all its stakeholders.

**Children:**

The curriculum is planned carefully and differentiated to meet the needs of all children in order to enable them to achieve to the best of their ability. The school offers a wide range of activities to support and enrich the curriculum both in and out of school hours, and all children are given the opportunity to be involved. Staff are committed to making any necessary adjustments to ensure every child is able to participate in all extra-curricular activities, including residential trips.

**Parents:**

All parents are welcomed into the school. Regular meetings for parents are held throughout the school year including curriculum meetings and individual Parent Consultation appointments to discuss their child's progress. We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation through regular formal and informal meetings.

**Staff:**

The school follows strict recruitment procedures when appointing staff and takes its equality responsibilities extremely seriously. All staff are committed to their own continuing professional development, and the Head and SLT work hard to ensure all staff benefit from a range of CPD activities – both in and out of school in order to support the staff in becoming the best they possibly can. Staff also work with a range of external professionals including SISS, Occupational Therapists, Speech & Language Therapists and Physiotherapists. This ensures staff are fully equipped with the knowledge, skills and understanding needed to meet the needs of all children.

**Governors:**

Governors are appointed following guidelines from Governor Services. Once appointed, they have the opportunity to be involved in all aspects of school life, including attending a range of courses.

**Visitors:**

The school welcomes a range of visitors into school day and out of hours. Historic building work has ensured that the school is now fully wheelchair accessible. A lift is available for wheelchair access to the upper floor of the school building. This is a significant improvement. We fully subscribe to the vision developed by the multi-agency conference on Inclusion held in 2002. The conference included representatives from across the borough of Solihull including the Parent Partnership Team, and groups worked hard to articulate what an inclusion policy statement would look like at both Local Authority and school level.

### **3. Purpose and Direction of the School's Accessibility Plan**

The school's Accessibility Action Plan aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

### **4. Information and Data**

Information about the needs of disabled people are gathered through:

- Pupil admission information
- Parental discussions
- SIMS data
- SEN reviews/EHCPs
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies
- Lesson Observations

Achievements of disabled people are gathered through:

- Data Analysis (attainment and progress made)
- Celebration assemblies, certificates, letters home, etc.
- Lesson Observations

Information and data is gathered as part of the school's on-going self-evaluation process and Assessment for Learning Strategies and is used to inform future plans and schemes. We believe that inclusive education is the right of every child and that an inclusive environment is one that promotes a child's sense of belonging and makes education an enjoyable and fulfilling experience, socially, emotionally and academically.

### **5. Links with other policies**

The Accessibility Plan links explicitly to the following policies:

- Inclusion/SEN Policy
- Behaviour Policy
- Health & safety Policy, including Medicines

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**Accessibility Action Plan**

**2021-2024**

**1. Learning Access**

<b>Target</b>	<b>Actions to be taken</b>	<b>Date to complete actions by</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Use ICT and technology to support learning	Review of 1:1 i-pad pilot project in Years 1, 3 and 6.	Summer 2022	Headteacher Deputy Headteacher Phase Leaders	Pupils to have access to appropriate technology to ensure learning outcomes can be met.
Ensure disabled pupils are participating in extra-curricular activities	Audit of school run clubs and clubs run by outside providers	Autumn 2022	Deputy Headteacher	All pupils can participate in extra-curricular activities with needs being met.
To provide a calm, quiet, learning space for children to use when appropriate.	Create a calm, quiet learning space for children to access throughout the day which enables them to regulate their emotions and access learning. Appropriate furniture and resources to be ordered.	Spring 2022 and ongoing	SENCO and SEN Team	Children are able to access a calm, quiet learning space throughout the day which enables them to regulate their emotions and access learning.
Provide support for pupils with social and emotional needs	Identification of children with anxiety/social and emotional needs  Support Staff to be trained by SISS Specialist Teacher to lead 'Mind Matters' sessions.	Summer 2022 and ongoing	SENCO	Children given strategies to enable them to manage their emotional needs.

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	Whole staff training on meeting the social and emotional needs of all children  AET training for all staff			
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**2. Physical Access**

Target	Actions to be taken	Date to complete actions by	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents/ carers	Annual reminder to parents and carers to let school know if they have problems with access to areas of school  To liaise with Nursery/Reception to review new intake.  Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process	As required	Office Staff EYFS Lead EYFS teachers SENCO	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school PEEPs are prepared and reviewed as individual needs change

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	<p>Ensure staff and governors can access areas of school used for meetings</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p>			
Accessible car-parking	<p>Reminder to parents and carers to let us know if they have any disability problems which requires access to the car park</p> <p>Issue of carpark permits for parents/grandparents with disability</p> <p>Drop off facility at the front of church</p>	As required	Office staff	Disabled members of staff visitors, and parents have a place to park in the school car park near the playground gates into the school.

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**3. Information Access**

Target	Actions to be taken	Timescale	Responsibility	Success Criteria
Parents have access to information about school/from school about children	Ensure school website information is clearly set out and can be accessed by the visually impaired.  Ensure any new technology for communicating with parents is in a format that allows parents to access information easily.	Autumn 2022	Mrs Ashcroft Mr Taylor	All parents receive information in a form that they can access.