



**SS. Osmund & Andrew's RCP School**

## **Accessibility and Disability Plan**

***Together in Love, Growing in Faith, A Journey of Hope.  
Together in Love, Faith and Hope.***

## **Mission Statement**

Together in Love, Growing in Faith, A Journey of Hope. Together in Love, Faith and Hope.

## **Introduction**

Disability is defined by the Equality Act 2010:

*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.*

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils' issued in 2002.

## **Key objective**

The key objective of this plan is to reduce and eliminate barriers to accessing the curriculum and to full participation in the school community for pupils, and perspective pupils, with a disability.

## **Principles**

Compliance with the Equality Act is consistent with the school's aims and Equal Opportunity and SEND policies.

The school recognises its duty under the Equality Act:

- Not to discriminate against disabled pupils in their admission and exclusion and provision of education and associated services
- Not to treat disabled pupils less favourably
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

The school recognises and values parental knowledge of their child's disability and the effect this may have on his/her ability to carry out normal activities.

SS Osmund and Andrew's is committed to the principles of inclusive education and this is embedded in the life of the school community. The school provides all pupils with a broad and balanced curriculum based on the 2014 National Curriculum and other statutory requirements. The school also takes into account the 2014 Code of Practice when meeting the needs of pupils with identified Special Educational Needs (SEN) and makes its policy known to parents. Provision determined in Education Healthcare Plans (EHPs) is made for those pupils who have them.

The school has high ambitions for all pupils, we expect pupils with a disability to participate and achieve in every aspect of school life through utilising class adaptations, SEN supporting resources, provision and specialist advice and by:

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

## **Context**

The school underwent a building expansion in 2020-2021 enabling a change in the PAN to 60. The expansion reduced over-crowding and improved the accessibility to all areas of school and surrounding grounds.

As a school we have an excellent record with regard to making reasonable adjustments for children with disabilities and a long history of teaching pupils with a wide range of additional needs. The progress of all children is monitored closely. Where necessary adaptations are made to the curriculum and equipment made available to ensure full access. Adaptations can be made to timings, playtime, lunchtime, school trips and after school clubs to meet the specific needs of children.

The Equality Act 2010 definition is broad and includes a wide range of impairments including specific and multiple learning disabilities, dyslexia, diabetes or epilepsy, asthma and allergies. These impairments sit within the definition of disability when they are in the context of 'substantial and long term' and may co-exist across the 4 identified categories of SEN: Cognition and Learning, Social, Emotional and Mental Health, Speech and Language and Communication and Physical/Sensory Needs.

Like most schools we have pupils of all backgrounds, needs and abilities that may have identified disabilities requiring an EHCP requiring the administration of medication including:

- Asthma
- Autistic Spectrum Condition
- ADHD/ADD
- Cerebral Palsy
- Epilepsy
- Diabetes
- Allergies

When this policy was last reviewed we had no wheelchair dependent pupils, parents or members of staff.

## **Action Plan**

Planned actions are around the 3 broad aims:

1. Increasing the extent to which disabled pupils participate in the school curriculum
2. Continuously improving the environment of the school to increase the access to all aspects of school provision
3. Continuously improving the delivery of information to pupils and parents who have difficulty accessing the normal printed word

## 1. Improving curriculum access

| Target   | Timescale                                  | Actions   | Responsibility                         | Success Criteria   |
|--|--|---|--|--|
| To eliminate barriers in accessing learning for all pupils                           | Short term<br>Monitoring termly            | <p>Identification of pupils who may need additional provision</p> <p>Provision maps in place</p> <p>Early Help Assessment (EHA) to assess pupil needs, share information with support services and drive the SEN support process</p> <p>Training needs addressed</p> <p>Close liaison with parents</p> <p>Collaborations with all key staff</p> <p>Teachers to liaise with sports coaches/OT to ensure PE/EYFS outdoor is safely accessible to all pupils</p> | HT and DHT<br>SENCo and class teachers | <ul style="list-style-type: none"> <li>All children who need additional provision have a plan in place</li> <li>Plans reviewed termly</li> <li>Good communications in place for all parties involved</li> <li>Children with a disability accessing the curriculum and making good personal progress</li> </ul> |
| To ensure that the curriculum can be accessed by children with a physical difficulty | Medium term<br>Monitor termly and annually | <p>Review teaching spaces around school and timetable to ensure best use is made of the teaching areas</p> <p>Ensure that appropriate and necessary equipment is purchased</p>  | Senior management                      | <ul style="list-style-type: none"> <li>Available space around school is used to the best advantage</li> </ul>  |
| Out of school activities planned to ensure that all pupils can                       | Long term                                  | Ensure that school visits and trips are planned to incorporate any additional needs and   | HT and DHT, curriculum leads           | <ul style="list-style-type: none"> <li>Trips and visits appropriate for all</li> </ul>   |

|  |                             |   |  |                              |
|--|-----------------------------|---|--|------------------------------|
| participate regardless of a disability | Monitor termly and annually | requirements for all pupils to be documented on an Individual Risk Assessment (IRA) |  | children and fully inclusive |
|--|-----------------------------|---|--|------------------------------|

## 2. Improving physical access

| Target  | Timescale                                  | Actions  | Responsibility                             | Success Criteria   |
|---|--|--|--|--|
| To ensure that the physical environment remains attractive and engaging for all     | Short term<br>Monitoring termly            | Staff will take account of the needs of pupils with sensory impairments when planning and completing displays<br><br>Staff will ensure that all corridors, classroom access and exit points are clear for access of all pupils at all times<br><br>EYFS provision is appropriately monitored | HT and DHT<br><br>SENCo and class teachers | <ul style="list-style-type: none"> <li>• A bright, well planned school environment addressing the needs of all</li> <li>• A safe and clutter free school building</li> </ul> |
| Raised awareness of the need for access plans                                       | Medium term<br>Monitor termly and annually | Create access plans for individual disabled pupils as part of the support process as required  | Senior management                          | <ul style="list-style-type: none"> <li>• Access plans in place for all who need one</li> </ul>   |
| Pupils with complex medical needs have personal health care plans and PEEP in place | Medium term<br>Monitor termly and annually | Named personnel to be aware of the individual plans within school<br><br>Class teachers to have copies of appropriate signed plans in place and copies in the classroom  | SENCo<br>DHT/HT                            | <ul style="list-style-type: none"> <li>• Health care plans in place for all who need them</li> <li>• PEEP plans in place for all who need them</li> </ul>                    |

### 3. Improving the delivery of written communication

| Target   | Timescale                           | Actions  | Responsibility                    | Success Criteria   |
|--|-------------------------------------|--|-----------------------------------|--|
| Ensure parents with a visual disability or impairment have equal opportunity to access information from school   | Short term                          | Notify all parents that school documentation can be made available in large print if requested<br><br>Offer support in reading school documentation if requested | School office staff<br>HT and DHT | <ul style="list-style-type: none"> <li>Parents receiving school documentations in a format that is accessible</li> </ul> |
| Improve the availability of written materials in alternative formats<br><br>Additional SENCo time for children with SEN to share written documents and reports | Medium term<br><br>Monitor annually | Gain advice from the sensory and language support services as required   | Senior management                 | <ul style="list-style-type: none"> <li>Written documentation available in a variety of forms if needed</li> </ul>        |

**Policy to be reviewed annually by the governing body.**

**Reviewed Autumn 2023**