

# OUR LADY OF LOURDES CATHOLIC PRIMARY & NURSERY SCHOOL



## School **POLICY STATEMENT** for **DISABILITY & ACCESSIBILITY** **2023/24**

### Vision and Mission

*"We want our school to be a safe, secure and exciting place to learn and grow in Christ. A place where children, staff, families and governors work closely together to answer Christ's call."*



Our Catholic School community works with a Christian purpose:

- To promote an enthusiasm for enjoyment of learning
- To provide a broad and well balanced curriculum
- To challenge children to reach their full potential
- To learn about God and his creation
- To answer Christ's call through our love for each other
- To foster in children independence and a sense of responsibility

*"For you are precious in my eyes"*  
*(Isaiah 43)*

### The Purpose of this Plan

This plan shows how Our Lady of Lourdes Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### Definition of Disability

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

### Contextual Information

Our Lady of Lourdes maintains an important role in the community of Carnforth and is closely linked to the parishes of Our Lady of Lourdes, Carnforth, St Mary of the Angels, Bolton-le-Sands and St Mary's, Yealand.

There has been a catholic school in Carnforth for over 50 years.

School was opened in September 1967 after being held in Bolton-le-Sands previously. It was built by Our Lady of Lourdes Catholic church and served the then

parish. There have been various expansions to the buildings the latest being the EYFS outdoor areas.

The school is mostly on one level with one classroom being down 6 steps. At present we have no wheelchair dependent pupils, parents or members of staff.

### **Current Range of known disabilities**

The school has children with a range of disabilities which include moderate and specific learning disabilities as well as physical. We have a very small number of pupils who have a hearing impairment.

### **Areas of planning responsibilities**

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

### **The Accessibility Plan**

1. This Accessibility Plan covers the period from January 2020 to July 2022. It will be reviewed on an annual basis or within this period (should the need arise).
2. This document and subsequent action plans outline the ways in which Our Lady of Lourdes Catholic Primary School provides access to education for pupils with a disability.
3. Our Lady of Lourdes Catholic Primary School plan to increase/improve the accessibility of provision for all pupils, staff and visitors to the school. The following areas will form the basis of the Accessibility Plan with relevant actions to:
  - o Increase/improve access to the curriculum and the wider life of school;
  - o Improve access to the physical environment of the School;
  - o To ensure the school promotes a positive attitude towards all individuals.
4. Attached are a set of actions, relating to these three key aspects of accessibility. These will be reviewed and adjusted on an annual basis or when required.
5. It is acknowledged that there will be a need for on-going awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.
6. All policies (including the Teaching and Learning policy) are reviewed, a section relating to access will be added where appropriate. Copies of all policies are available for parents to see if they request.
7. The School Plan will be monitored through the Head teacher/Senior Leadership team, Special Needs Co-ordinator and Governors.

# School **PLAN** for **DISABILITY & ACCESSIBILITY** (2023/2024)

## **1. Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies/Action	Timescale	Responsibility	Success Criteria
<b>Access to the Curriculum</b>	Reinforce responsibilities of all teachers to ensure that we are meeting our Inclusion statement.	As required - at initial INSET each year	SENCo/SLT	Staff are fully aware of their responsibilities and the role they play in ensuring that our curriculum is inclusive for all groups of children.
	On-going programme of staff training linked to inclusion – particularly focused on physical disabilities.	As required	Headteacher	Raised staff confidence in strategies for differentiation/scaffolding and increased pupil participation
	Continue to ensure that our classrooms are ASC/Dyslexic friendly based on CPD received.	January 2020	SLT	Classrooms show that all children are able to access the curriculum through different types of scaffolding.
<b>Use ICT software to support learning</b>	Make sure software installed where needed	As required	Computing Subject Leader/SENCo	Wider use of SEN resources in classrooms
<b>All educational visits to be accessible to all</b>	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness following guidance	As required	EVC Leader	All pupils in school able to access all educational visits and take part in a range of activities

	in the new Educational Visits Guidance 2019			
<b>Increase participation in school activities.</b>	Audit participation in extra-curricular activities and identify any barriers. Ensure school activities are accessible to all students. Investigate TA/Sports Apprentice flexibility to cover extra-curricular activities if needed. Seek advice if needed re alternative accessible venues for trips.	January 2020 and then annually	EVC Leader Headteacher	No barriers are identified that hinder the participation of any child in any activities. Training given on risk assessments for trips and extra-curricular activities.

## **2. Improving access to the physical environment of the school**

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

<b>Target</b>	<b>Strategies/Action</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</b>	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process	As required Induction and on-going if required	Headteacher Governors	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
<b>Layout of school to allow access for all pupils to all areas</b>	Consider needs of disabled pupils, parents/carers or visitors	As required	Headteacher Governors	Access for all

<b>Ensure all disabled pupils can be safely evacuated</b>	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils	As required	Headteacher/SLT	Children can safely be evacuated from the school premises.
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### **3. Improving the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

<b>Target</b>	<b>Strategies/Action</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Review information to parents/carers to ensure it is accessible.</b>	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Continue to enable parents to download letters from website. If ever needed/requested by parents, ensure a large print version of newsletter is available.	On-going (reviewed annually)	Headteacher Bursar	All parents receive information in a form that they can access All parents understand what are the headlines of the school information