



# Our Lady of Fatima Catholic Primary School Accessibility Plan 2019-2022



## Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the Academy Committee of Our Lady of Fatima Catholic Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Academy Committee also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Principal and other relevant members of staff
- Academy Committee
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

## Accessibility Planning Objectives (for anticipatory reasonable adjustments):

**School Name** Our Lady of Fatima Catholic Primary School

**Dates: From** October 2019 **To** October 2022 **(3years)**

1. Increase the extent to which pupils with disabilities can participate in the school curriculum.

Intent	IMPLEMENT			IMPACT	Timescale (from and to)
	How	Who Lead person	Resources		
To ensure that lessons provide opportunities for all pupils to achieve	<p>Children to work in a range of ways – individuals, pairs, groups and whole class. Booster groups where appropriate (Year 6) and RWI groups (KS1).</p> <p>Pupil Progress meetings highlight children’s needs.</p> <p>Effective deployment of staff to support specific needs / therapies / intervention programmes.</p> <p>Training identified to support delivery of intervention programmes.</p> <p>Ensure that information is presented in a way that meets the needs of children with specific difficulties.</p> <p>Whole staff training.</p> <p>Ensure that equipment provided by External agencies is used correctly.</p>	<p>Monitoring – SLT and Subject leaders</p> <p>Teachers – planning and marking/feedback</p>	<p>PPA time already given to teachers</p> <p>Monitoring time for subject leaders</p> <p>Time dedicated to learning walks and observations</p> <p>Parental Consent for OA involvement</p>	<p>Resources are well differentiated and targeted – this includes suggested equipment/resources directed by External agencies.</p> <p>Children meet their expected target or exceed it</p> <p>Monitoring by subject leaders will indicate ‘good’ if not better triangulation between planning, books and data.</p> <p>Assessments/observations by External agencies will show progress following a period of intervention for specific children.</p>	Ongoing

<p>Early Identification of pupils who need additional/different support</p>	<p>Visits to Nurseries and pre-schools in the summer before starting in Reception</p> <p>Contact with previous school if in-year transition</p> <p>Teacher to refer to Inclusion Leader (using a cause for concern sheet)</p> <p>Early meetings with parents following the procedure – class teacher in first instance, then Inclusion Leader/Principal (if necessary) then possible External agency support.</p> <p>Considering progress and attainment in comparison to individual starting points and cohort (and national) using Target Tracker.</p>	<p>Teachers</p> <p>Inclusion Leader</p> <p>Lead ASD TA (if appropriate)</p> <p>Parents</p> <p>Principal</p> <p>External agency time</p>	<p>Observation/ Assessment time by Inclusion Leader and/or Lead TA (Autism)</p> <p>Cause for Concern/ observation sheets</p> <p>Parental Consent for OA involvement</p>	<p>Pupils are identified early if they have additional needs, are targeted and provided for by differentiation and/or further more specific support.</p>	<p>Ongoing throughout the year</p>
<p>Adaptations to curriculum, timetables and the make-up of the school day should it be required</p> <p><i>For children who find the school environment completely overwhelming (see next section too)</i></p>	<p>Advice from External agencies e.g. Educational Psychologists, Exclusions Team, Communication and Autism team, Pupil and School Support</p> <p>Ensure school policy is followed securely and record keeping is accurate and timely.</p> <p>Adapt the way the child enters school compared to rest of cohort i.e. different entrance, spending some quiet time 1:1 with dedicated staff member, arrive at school a little later or earlier to avoid the other children, leaving earlier or slightly later after the other</p>	<p>Class Teachers</p> <p>TAs</p> <p>Inclusion Leader</p> <p>Principal</p> <p>Parents</p> <p>External Agencies</p>	<p>Meeting time</p> <p>Accurate paperwork</p> <p>Parental consent – parents <u>must</u> be kept regularly informed</p> <p>Adherence to policies and procedures</p>	<p>If children find school routines challenging and/or overwhelming, following a period of specific intervention, they will be fully integrated into their Year group.</p> <p>If not and school is still challenging, there must be a clear plan of action for next steps. This plan must be agreed with parents.</p> <p>Individual records for focus children either in pupil file or on Safeguard will show a reduction in challenging behaviours.</p>	<p>When required – needs dependent.</p>

	<p>have left.</p> <p>Managed Timetable with a very specific plan of action – must have dates for integration at various phases.</p> <p>Creating a specific timetable of intervention for specific children.</p> <p>Rest breaks</p> <p>Nurture and Social skills groups</p> <p>Employ a Team Teach approach</p> <p>Access Arrangements for Year 6 SATS – quiet rooms with fewer children, additional time etc.</p>				
<p>The school empowers <u>all</u> groups to have a say and develop full involvement in developing:</p> <ul style="list-style-type: none"> <li>• their own and others' social well-being</li> <li>• the school environment</li> <li>• citizenship</li> </ul>	<p>Various child council discussions:</p> <ul style="list-style-type: none"> <li>• School-council</li> <li>• Eco monitors</li> <li>• House captains</li> <li>• Digital leaders</li> <li>• Health for Life</li> <li>• Gardening club</li> <li>• Mini Vinnies</li> </ul> <p>Charity support days and finding out why money is raised for that charity</p>	<p>Staff member in charge of area i.e. H4L, ECO etc.</p>	<p>Time for discussion – Assembly times / lunchtimes</p> <p>Research in lessons – RE, ICT</p> <p>Assemblies led by staff and visitors</p>	<p>Pupil feedback will indicate that children feel that they are involved in decision making about the wider curriculum</p> <p>Minutes from meetings, photos and staff observations will show that children feel empowered when being part of the group.</p> <p>Research work completed by children in response to information from staff e.g. in books, on displays etc.</p>	<p>On-going and as required.</p>
<p>All children to be able to take part in school visits (including swimming) whatever their disability.</p>	<p>Risk Assessments to be carried out prior to trip- all reasonable adjustments to be taken into account.</p> <p>When required, additional adults to attend trip.</p> <p>Parents to pre-tutor child, as</p>	<p>Class teacher (in charge)</p> <p>Additional adults to also read risk assessment thoroughly.</p> <p>Office staff involved</p>	<p>Time to plan and prepare for trip</p> <p>Time to complete RA.</p> <p>Time to review post-trip in order to prepare for any subsequent visits.</p>	<p>Child will feel included as much as possible.</p> <p>Adults will feel confident in leading the visit</p> <p>All necessary paperwork and reviews (post-trip) completed to ensure a smooth visit and prep for next time.</p>	<p>Ongoing, but timing dedicated to this will increase pre-trip.</p>

	<p>well as class adults, so that they are fully prepared and aware of upcoming trip.</p> <p>Where necessary, parent to ensure that all resources are supplied to school specifically for the trip (changes of clothes, medication etc.)</p>	<p>in following the pre and post trip procedures.</p>			
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2. Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.

Intent	IMPLEMENT			IMPACT	Timescale (from and to)
	How	Who Lead person	Resources		
<p>The school site will be fully accessible to all pupils, parents, Academy Representatives and other members of the community.</p>	<p>The school site will be maintained by the site manager to ensure it is free from hazards – e.g. icy areas will be managed accordingly.</p> <p>The school site will be maintained ensure that it is safe, accessible and welcoming for all.</p> <p>A ‘Premises Audit Walk’ will be completed by a member of the Committee Representatives, the Site Manager and the Principal in order to identify any possible hazards or future issues.</p>	<p>Site Manager</p> <p>Principal</p> <p>Committee Representative</p> <p>All staff and children (with regard to maintenance of a welcoming, safe environment)</p>	<p>Time for the walk</p> <p>Funding to purchase any necessary resources when required</p>	<p>The school site will be accessible in a safe manner to all members of the school community.</p> <p>The school site will comply with Health and Safety regulations at all times.</p>	<p>Daily</p> <p>Daily</p> <p>Annual Premises walk.</p>
<p><i>Linked to point in above section</i></p> <p>If a child finds the school building and all included overwhelming,</p>	<p>Advice from External agencies e.g. Educational Psychologists, Exclusions Team, Communication and Autism team, Pupil and School Support</p> <p>Ensure school policy is followed</p>	<p>Class Teachers</p> <p>TAs</p> <p>Inclusion Leader</p> <p>Principal</p>	<p>Meeting time</p> <p>Accurate paperwork</p> <p>Parental consent – parents <u>must</u> be</p>	<p>If children find school routines challenging and/or overwhelming, following a period of specific intervention, they will be fully integrated into their Year group.</p> <p>If not and school is still challenging, there must be</p>	<p>When required – needs dependent.</p>

<p>then adaptations must be provided to enable children to enter and exit school safely and become more integrated over time.</p>	<p>securely and record keeping is accurate and timely.</p> <p>Although fire doors are left unlocked, staff to ensure they position themselves so that child does not bolt.</p> <p>Children who are at risk of running should be encouraged/distracted in to a space where they cannot leave school building (gates open until 9:15 and then open for end of day at 3:15) e.g. ICT suite is quiet and calm for most.</p> <p>If children require settling, deploy a further member of staff to ensure safety of all involved.</p> <p>Managed Timetable with a very specific plan of action – must have dates for integration at various phases.</p> <p>Nurture and Social skills groups</p> <p>Access Arrangements for Year 6 SATS – <u>quiet rooms</u> with fewer children, additional time etc.</p>	<p>Parents</p> <p>External Agencies</p>	<p>kept regularly informed</p> <p>Adherence to policies and procedures</p>	<p>a clear plan of action for next steps. This plan must be agreed with parents.</p>	
<p>To carry out regular audits of the learning environment and the specialisms / roles of the staff with relevant External agencies i.e. CAT team</p>	<p>Learning walks with External agencies to look in depth using their specific area of expertise.</p> <p>With the findings, possibly purchase useful (though relatively inexpensive) resources</p> <p>Staff feedback following walk – during staff meeting or individually.</p>	<p>Inclusion Leader and External Agency</p> <p>SMT</p>	<p>Allocated hours</p> <p>Funding to make any simple changes/ adaptations / purchase necessary resources.</p> <p>Photos, information sheets about best practice</p>	<p>Children will be able to access more of the learning environment for various activities</p> <p>Reports from External Agencies will show an improvement in the utilisation of resources and the general environment of the setting.</p>	<p>On-going (termly)</p>

3. Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

Intent	IMPLEMENT			IMPACT	Timescale
	How	Who Lead Person	Resources		
All pupils and parents will have access to key information from school in an appropriate and accessible form.	<p>For feedback to children about their work, the marking policy will be used – pink = think, green = good, various symbols for errors or changes needed and VF = verbal feedback. Wherever possible, VF will be used in order to close gaps and ensure understanding at the time the work is completed. This is especially important for very young children.</p> <p>Where needed, end of key stage written tests can be modified – requests need to be made to the STA (access arrangements).</p> <p>Readers can also be requested for SATS tests.</p> <p>School website is regularly updated with key information</p> <p>Texting service is used by school to provide quick key information for parents and teachers.</p> <p>Parent Pay service is in use for letters and notification regarding payments.</p> <p>Twitter and Facebook are now in use at OLOF.</p> <p>The school will make itself aware of the services available for converting written information into alternative formats</p> <p>If children require alternative formats e.g. repeated spoken instructions</p>	<p>Inclusion Leader/ SLT/ Office Manager/ Committee Reps</p> <p>Teachers and Inclusion Leader</p>	<p>Sound buttons/cards</p>	<p>Sound buttons/cards – small recordable devices to record spoken instructions so that children don't have to read them</p> <p>Knowledge of conversion tools – time to explore the options</p>	<p>On-going/ when required.</p>