

Accessibility

Our Lady of Grace Catholic Academy



Link to School Aims

The mission statement for Our Lady of Grace Catholic Academy is:

*"Through the strength of God's love and the power of prayer
we are guided to do whatever He tells us. Many hearts,
one accord, we grow and learn together for life to build the kingdom of God."*

The Academy committee and the school believe that all children and young people, irrespective of background or needs, are entitled to a good education that enables them to fulfil their potential. Improving access to education and participation in the school curriculum for children and young people with disabilities is vital, to ensure equality of opportunity, to support children and young people to reach their educational potential and improve their future outcomes.

Legal Framework

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA), the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010.

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Academy committee of Our Lady of Grace Catholic Academy is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

Aim of the plan

The aims of this statement and the Accessibility Plan are to ensure that Our Lady of Grace Catholic Academy continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of written and electronic information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached, relating to these key aspects of accessibility and showing how the School will address the priorities identified. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

Our Lady of Grace Catholic Academy follows guidance from the Equality Act 2010 which states:

“The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.”

Furthermore;

“They **must** not discriminate and they **must** make reasonable adjustments for disabled children and young people.”

To ensure that the Equality Act 2010 is implemented across the Academy all policies refer to the above statements.

Involvement of disabled people in developing a Disability Equality Scheme

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school) with disabilities to form the Action points in our Accessibility Plan. The Accessibility Plan will be available to all stakeholders and the progress made will be reported annually. Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

Reviewing/Monitoring

The Accessibility Plan will be reviewed annually and monitored through the appropriate committee of the Academy committee. The plan will be fully revised every three years.

1. Increasing access to the school curriculum

Target	Strategy /Action	Timeframe	Resources	Person Responsible	Outcome
To provide high quality teaching that is scaffolded and personalised to meet the individual needs of children and young people	Using a range of inclusive teaching strategies. Ensuring effective support for the transition of children and young people with SEND.	On going	Audit Staff time Training materials CPD	MS	Staff to have confidence in supporting children with a disability and to make reasonable adjustments where necessary.

<p>To increase awareness of the difficulties that pupils with disabilities experience.</p>	<p>Make SEND a priority by ensuring there is a member of the Governing Body, or sub-committee, with oversight for SEND.</p> <p>Help children and young people to access exams and assessments.</p>	<p>On-going</p>	<p>Wheelchairs, blind awareness glasses, contact with special schools.</p>	<p>MS</p>	<p>For the culture of the school to be more considerate of the needs of pupils with disabilities and the difficulties that they may encounter on a daily basis. For people to be able to support in order for pupil participation.</p>
<p>Recognise the potential of children and young people with SEND, reduce barriers to their achievement and inclusion, and develop a strong culture for success.</p>	<p>Work with relevant professionals to ensure a children and young people's medical and physical needs' are met. Provide staff with the opportunity for regular training on SEND. Use a graduated response when meeting children and young people's needs using the 'assess, plan, do, review' cycle to inform this.</p>	<p>Ongoing Training</p>	<p>Outreach support where necessary.</p> <p>Work Hearing and Visual Impairment Teams, Autism Outreach Team, Educational Psychology Service</p>	<p>MS</p>	<p>Staff are able to differentiate the curriculum for pupils with disabilities in order to meet the requirements of their needs.</p>

2. Improving the physical environment of schools to increase access for children and young people with a disability

Target	Strategy /Action	Timeframe	Resources	Person Responsible	Outcome
To review access in and around school environment, for persons with physical disabilities.	To improve the physical environment to ensure an inclusive, accessible environment. Ensure the 'reasonable adjustments' are made to confirm children and young people with disabilities are not discriminated against (Equality Act, 2010). Ensure EHC Plans are specific about the accessibility needs of children and young people, assisted through the implementation of joint multi-agency standards for both EHC Plans and annual reviews.	On-going	Use suitable resources to meet a child/young person's individual needs. This may include auxiliary aids, braille and visual timetables. Physical space to reduce noise and distractions, ensuring lighting is appropriate and providing quiet spaces for time out. Facilitate the access of children and young people with sensory impairments, where required.	Head of school, SENCo, governors, staff, LA (school/parent council)	Fully inclusive environment that is accessible to all.

3. Make information more accessible to children and young people with disabilities by providing information in a range of different ways.

Target	Strategy /Action	Timeframe	Resources	Person Responsible	Outcome
To ensure classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils.	Resources purchased where necessary.	September 2023	Facilitate the access of children and young people with needs such as sensory impairments, where required.	Head of school, SENCo	All information is accessible for all pupils.
To ensure access to all pupils through the use of multi- sensory methods.	Materials purchased to support all learners.	June 2023	Provide resources where required.	SENCo	All information is accessible for all pupils.

To continue to broaden communication routes between parents/teaching staff	Audit parents on their preferred methods of communication e.g. text, email and explore the possibilities of using social media	Sept 2023	Provide accessible information for children and young people with SEND and their parents/carers, to meet their individual needs, including braille and large font, where required. Use alternative forms of communication with individual children and young people, where required. Provide interpreters, including sign language interpreters, where required.	Head of school, SENCo	Existing communication methods between parents and staff is effective and adequate
To ensure that the school is inclusive for pupils with a range of medical needs	Staff trained to administer appropriate medicines or urgency care for a range of common medical conditions including the following:- - Asthma training	On-going training with updates	School Nurse	Head of school, SENCo	All training undertaken, relevant qualifications gained and renewed in line with guidance.
All Teaching Assistants trained in First Aid and all members of the EYFS team to be paediatric trained.	Group First Aid training for all TAS twice yearly, paediatric training refreshed in line with requirements	On-going with updated external first aid training bi-annually for all TA's	Training Providers	Head of school, SENCo	All staff trained

Policy Written: November 2022

Approved by: Senior Leadership Team
Academy Committee
Parents
Staff

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November 2022

To be reviewed:
November 2023

To be rewritten:
November 2025

What we will do in the next three years

- Regularly review to ensure adaptations are made to meet the needs of current learners.
- Regularly review the curriculum and resources available to support its delivery to ensure that all children can access it.