

Accessibility Plan

2023 - 2026

Our Lady of the Visitation Catholic School



Approved by:	Governing Body	Date: Spring 2017
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1 Mission Statement

"we learn, love and grow through Christ"

2 Access to Physical Environment

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Improve the school's physical environment	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	Headteacher, Site manager and Governors	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children.	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained

	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> · Create access plans for individual disabled children as part of their provision · Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. · Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	To be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully	To conduct parent interviews, liaise with external	With immediate effect to be	Inclusion Lead.	Enabling needs to be met where possible.

	Targets	Strategies	Timescale	Responsibility	Success Criteria
	within the capability of the school.	agencies, identifying training needs and establish individual protocols where needed.	constantly reviewed	Welfare Officer Occupational Therapist	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> · Utilise disabled parking spaces for disabled to drop off & collect children · Arrange interpreters from the RNID to communicate with deaf parents · offer a telephone call to explain letters home for some parents who need this · adopt a more proactive approach to identifying the access requirements of disabled parents 	To be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term	To ensure safe access to all children at all times.	H&S visits – with SBM, Governor and Site Manager Review access arrangements in the morning and consider alternative arrangements	Every term As and when	SBM and H&S Governors with Site Manager	Reported to Governors three times a year.
Long Term	Continue to develop playground facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week	Ongoing	PSHE Co-ordinator SLT	No accidents
	To maintain accreditation of Healthy Schools award	Continue to work towards Healthy Schools	Annually	PSHE/Healthy School Co-ordinator Whole school approach	Achievement of award

3 Access to the Curriculum

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	<p>Ensure all staff are aware of changing needs of all children</p> <p>Ensure LSA staff have relevant training to match needs of pupils</p> <p>Improve Audio Visual methods for learning</p>	<p>SEN Updates</p> <p>Appraisal</p> <p>In House training</p> <p>Staff/pupil training on up coming events.</p>	On going	Inclusion Leader	<p>Raised awareness of SEN needs in the school</p> <p>Increased confidence of LSAs to support needs of children within curricula context</p> <p>Audio visual learners needs improved</p>
	<p>To liaise with Nursery providers to review potential intake for September</p>	<p>To identify pupils who may need additional to or different from provision for September Intake</p>	<p>Review every September</p>	EYFS Lead	<p>Procedures/equipment/ ideas set in place since September 2014 with yearly reviews</p>
	<p>To review all statutory policies to ensure that they reflect inclusive practice and procedure</p>	<p>To comply with the Equality Act 2010</p>	<p>Ongoing</p>	<p>HT & SBM</p> <p>Governors</p>	<p>All policies clearly reflect inclusive practice and procedure</p>

	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy, diabetes or mobility issues.	To ensure collaboration between all key personnel	Ongoing	SENCo Lead First Aider TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: · A differentiated curriculum with alternatives offered. · The use pre key stage standards to assist in developing learning opportunities for children and also	Ongoing	Teachers Inclusion Ed Psych	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum.

		<p>in assessing progress in different subjects</p> <ul style="list-style-type: none"> · A range of support staff including trained teaching assistants · Multimedia activities to support most curriculum areas · Use of interactive ICT equipment · Specific equipment sourced 			
Medium Term	To finely review attainment of all SEN pupils.	<p>Inclusion/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>	Termly	<p>Team Leaders</p> <p>Inclusion</p>	Provision mapping shows clear steps and progress made
	To monitor attainment of More	<p>Policy and Most Able list to be</p>	Ongoing	Inclusion Leader	More Able children making MEP progress.

	Able.	<p>updated</p> <p>More Able booster groups/activities</p> <p>Monitor More Able list</p>	Annually	Class teachers	Achieving above average results
	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> · Wheelchair access · Screen magnifier software for the visually impaired · Features such as sticky keys and filter keys to aid disabled users in using a keyboard · Giving alternatives to enable disabled pupils to participate successfully in 	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school</p>

		<p>lessons</p> <p>· Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p>			
Long Term	To evaluate and review the above short and long term targets annually	As above	Annually	SLT, Core curriculum co-ordinators, Governors	All children making good progress.
	To deliver findings to the Governing Body	Finance and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	Inclusion SLT/SEN Governor	Governors fully informed about Inclusion provision and progress

4 Access to Information

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	To increase Home Access to information Increase use of all	Compiling information on materials to be included on website	Ongoing	Headteacher & Governors Computing Leader	Appointed web designers. Structure of web site

	ranges of technology	Staff training Whole staff One to one training			agreed. Increased knowledge of staff. Extended opportunities for children
	To be GDPR Compliant	To start with a Baseline Audit (JUNE 2018) and then address areas of weakness immediately.	As soon as report has been written	SBM	For next Audit to be complete