



## Our Lady of Fatima Catholic Primary School

Our Lady of Fatima Catholic Primary School is a fully inclusive school which is guided and underpinned by our Gospel values and mission statement. We aim to ensure all pupils achieve their potential: personally, socially, emotionally and academically in all areas of the curriculum,(regardless of gender, ethnicity, religion, physical ability or educational needs) so that they can *live, love and learn in the light and example of Jesus Christ*.

Here at Our Lady of Fatima we ensure that we are inclusive in its widest sense in all areas of school life. Providing for pupils with Special Educational Needs (SEN) is just one way in which Our Lady of Fatima promotes and supports inclusion. We believe that each child is unique, being created in God's own likeness, each with his/her own gifts and talents.

### Accessibility Plan

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We value all our pupils and are committed to providing a fully accessible environment, which includes all pupils, staff, parents and visitors – regardless of their: education, physical, sensory, social, spiritual, emotional and cultural needs. We have ensured that the school is fully accessible having made various adaptations in recent times and review this annually in line with this plan and other health and safety related policies in school.

Here at Our Lady of Fatima, we are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. This also supports staff understanding of the Department for Education (DfE) document ‘Keeping children safe in education’ in which reference is made to provision that overcomes barriers to inclusive learning and social development.

We have included a range of stakeholders in the development of this accessibility plan, including the Local Governing Board (LGB); the senior leadership team; staff members; pupils and parents. The LAC is aware that children have the right to be educated in the school of their choice and this will not be inhibited by disability.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The plan will be made available online on the school website, and paper copies are available upon request.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association set out by the SCOS MAC.

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>
<b><i>Increase access to the curriculum for pupils with a disability</i></b>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils.</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils.</li> </ul>	The school's curriculum is broad and balanced and looks to ensure the children's learning pathway is sequential and progressive from EYFS to UKS2. Inclusion is planned for and our five individual curriculum drivers are inclusive and also nurture an awareness of different needs in society.	Subjects leaders ensure and review policy and curriculum to ensure that inclusion for ALL is embedded within their subject. Maintain an awareness of sequential learning for every child so that learning is progressive and deep at an age-related level. This will allow for topic areas to be more accessible for children with SEND in that they have the opportunity to revisit concepts to consolidate their understanding with effective target setting based on the progression in curriculum skills; not just content – a mastery approach.	Principal SENCO SLT Subject Leaders Staff
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Children with communication and interaction needs are fully supported with recommended resources from local multi agency workers. Funding is used as necessary to overcome barriers to learning for individual children e.g. speech and language, sensory or communication needs etc.	Continue to seek advice and support from local multi agency workers. Help them to maintain relationships with the children they monitor and care for. Keep up-to-date with any incentives that can help support any children with SEND – particularly those new to the school, e.g. children in the new Reception intake September 2022.	Principal SENCO SLT

	Curriculum progress is tracked for all pupils, including those with a disability.	Arbor is used to track progress for all pupils including children with SEND.	Continue to track pupils at termly intervals to measure progress against their baselines. Report on these to parents (meetings and reports), the Local Academy Committee and the MAC Board.	Principal SENCO SLT Staff
	Targets are set effectively and are appropriate for pupils with additional needs.	Regular meetings between class teachers, SLT members and the SENCO ensure that those children with additional needs are set effective and achievable targets on their provision maps – appropriate intervention strategies are agreed on to close the gap and raise attainment.	Continue to update provision maps with the agreement of class teachers and the SENCO to set measurable and achievable targets.  Interventions to continue or be adapted as necessary as a result of progress made or gaps in learning widened.	Principal SENCO SLT Staff
	Curriculum resources include examples of people with disabilities.	Much of the work completed in school that revolves around our Religious Education curriculum and our programme for RSE, facilitates our exposure of people with disabilities to the children. Fundraisers in school have educated the children in serving others with needs and have raised an awareness for how we can care for our neighbour.	Review curriculum as a staff and identify opportunities where examples of people with disabilities can be promoted across other curriculum areas – PE, History, Science etc.	Principal SENCO SLT

<p><b>Improve and maintain access to the physical environment</b></p> <p><i>The environment is adapted to the needs of pupils</i></p>	<p>Different parts of the school have been altered to enable all children to be able to access the building (KS1, KS2, BASC, Reception, Office)</p>	<p>This ensures that these areas are fully accessible by wheelchairs via ramps and lower profile entry points. The building includes a toilet for the disabled with all relevant handrails and to the correct dimensions.</p>	<p>Maintain</p>	<p>Site Manager 3D – Maintenance Contractors Principal</p>
<p><i>as required.</i></p> <p><i>This includes:</i></p>				
	<p>Handrails have been fitted alongside all stairs in the school.</p>	<p>Provide a support for people with instability to navigate the stairwell.</p>	<p>Maintain</p> <p>KS2 stairway to be modified to ensure that all children are able to access all parts of the school e.g half ramp, half stairway.</p>	<p>Site Manager 3D – Maintenance Contractors Principal</p>
	<p>Step edges and door frames are painted in different bright and contrasting colours or are made with reflective coating.</p>	<p>Implemented for children and adults alike, who have visual impairments, to navigate the school stairs safely – particularly in darker areas of the school.</p>	<p>Ensure this is the case for all outdoor stairwells.</p>	<p>Site Manager Principal</p>
	<p>A ramp has been built outside the BASC entrance to the before and after-school club accessible from outside the building and will be used in the event of a fire.</p>	<p>Allows wheelchair access to areas where stairs are an obstacle.</p>	<p>Maintain</p>	<p>Site Manager Principal</p>

	A ramp has been built outside Reception class to allow access to the KS1 playground and alternative entrances and exits to the school site.	Allows wheelchair access to areas where stairs are an obstacle.	Maintain	Site Manager Principal
	A ramp has been built outside the KS2 entrance to make lower key stage 2 accessible from outside the building and will be used in the event of a fire.	Allows wheelchair access to areas where stairs are an obstacle.	Maintain	Site Manager Principal
	We liaise with external agencies to ensure the classroom environment is suitably prepared for pupils with specific learning needs, visual and hearing impairments.	This enables us to plan an environment for children with SEND to meet their needs in the classroom and communal areas ensuring they have access as all children should within the setting.	Continue to work with such agencies	Site Manager Principal
	Corridor width	Ramps and lifts provide access to all areas of the school – width of corridors is appropriate	Maintain	Site Manager Principal
	Disabled parking	Disabled access is given using the front school drive on request – parents and visitors are made aware of this.	Maintain	Site Manager Principal
	Library shelves at wheelchair accessible height	Make reading books accessible to all pupils	Maintain	Site Manager Principal

<p><b>Improve the delivery of information to pupils with a disability</b></p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>The main aims of these continued features of the school is to ensure children and adults with SEND are given the opportunities to explore the school environment and access learning as everyone else is.</p>	<p>Maintain</p> <p><i>Aspects of change that will be reviewed when necessary include the uses of Braille and Induction loops around the school premises.</i></p>	<p>Site Manager Principal Parents</p>
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### 3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary – particularly in light of any amendments made by Emmaus MAC. It will be approved by the Principal of the school and a member of Local Academy Committee.

### 4. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Health and safety policy
- Equality Policy (public sector equality duty)
- Special educational needs (SEN) information report
- Intimate Care Policy
- Child Protection and Safeguarding
- Behaviour and Discipline Policy
- Anti-Bullying
- Online Safety Policy
- Subject Specific Policies

#### **Policy reviewed/approved by:**

Principal



Local Governing Body



**Date of Review:**

**October 2022**

**To be reviewed on:**

**October 2024**

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible
Corridor access	Ramps and lifts provide access to all areas of the school – width of corridors is appropriate	Maintain	Site manager Principal
Parking bays	Disables access is given using the front school drive on request.	Maintain	Site manager Principal
Entrances	Ramp access to all entrances.	Maintain	Site manager Principal
Ramps	Three ramps provide access to two main entrances of the building.	Maintain	Site manager Principal
Toilets	There is one disabled toilet providing access which is accessible to all children. There is an additional disabled toilet within the before and after school club.	Maintain	Site manager
			Principal

Reception area	Accessed by smooth pathway to the front school gates – entry points are wider enough for wheelchair access. .	Maintain	Site manager Principal
Internal signage	Lettering clear and obvious. Stairs have coloured/reflective edging.	Maintain	Site manager Principal
Emergency escape routes	Signposted clearly and accessible by ramps.	Emergency stair evacuation chair to be purchased when required – no-one in school currently requires wheelchair access to the second level of school (this will be addressed as children and parents needing access will become apparent over the next 2-3 years)	Site manager Principal