

# Our Lady of Compassion Catholic Primary School

“compassion and achievement for all”

## Special Educational Needs Disability Access Plan

2024



Date: 7th October 2024

Signed.....

Print.....

Review Date September 2025

# **Disability Access Plan**

## **Introduction**

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

promote equality of opportunity for disabled people:

pupils, staff, parents, carers and other people who use the school or may wish to; and prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how Our Lady of Compassion Primary School will improve equality of opportunity for disabled people.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA (section 1 and 14).

These include:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan. This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the Accessibility Plan the school has set the following priorities:

To provide safe access throughout the school for all school users, irrespective of their disability.

To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Our Lady of Compassion Primary School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

Our mission for Our Lady of Compassion Primary School is:

To develop a supportive and productive learning community where everyone:

- Working together to create a happy, healthy and safe environment is valued and given challenges and opportunities
- To become the best, they can be
- To be prepared for a successful future life
- To develop lively and enquiring minds, questions and have a voice to support their needs
- To encourage positively to engage in tasks and physical activities
- Acquires and applies knowledge, skills and motivation to their life in a rapidly changing world
- Acquire independent skills, attitudes, values and beliefs, including respect for, and an understanding of, different religious, moral and cultural values
- To understand and contribute to the world in which we live
- To communicate effectively by a means that best supports their needs
- To develop numeracy skills to support them in their future
- To develop confidence and self-respect whilst being aware of the needs of others and society as a whole.

1.1.2 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The

DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

This plan considers the following three areas as identified in the introduction:

3.1 Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation

3.2 Improving the physical environment of the school as well as physical aids to access education such as specialist desks and ICT equipment

4.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as large print and the provision of information orally. Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA, the SENDCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate. The school provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists
- Speech and Language Therapy
- Psychology Services
- Emotional and wellbeing support

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Our Lady of Compassion Primary School.

- Improving the delivery of information to disabled persons
- Staff members are to be made aware of the services available through the LA for converting written information into alternative formats.
- This Access Improvement Plan is reviewed annually.
- Support from the Complex Needs Team to facilitate recommendations for reasonable adjustments - followed up by the school compliance team.

## Action Plan

### Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<ul style="list-style-type: none"> <li>To liaise with pre-school providers to prepare for the new intake of children into Foundation each year</li> </ul>	<ul style="list-style-type: none"> <li>To identify pupils who may need adapted or additional provision</li> </ul>	May to July annually	HT SENDCO EYFS Leader and teachers	<ul style="list-style-type: none"> <li>Provision set in place ready for when the child/ren start school</li> </ul>
<ul style="list-style-type: none"> <li>To liaise with educational establishments to prepare for the intake of new children who transfer within year</li> </ul>	<ul style="list-style-type: none"> <li>To identify pupils who may need adapted or additional provision</li> </ul>	Ongoing as need arises	HT & Deputy/SENCo	<ul style="list-style-type: none"> <li>Provision set in place ready for when the child/ren start school</li> </ul>
<ul style="list-style-type: none"> <li>To review policies to ensure that they reflect inclusive practice and procedure</li> </ul>	<ul style="list-style-type: none"> <li>To comply with the Equality Act 2010</li> </ul>	Ongoing	SLT & Governors	<ul style="list-style-type: none"> <li>All policies clearly reflect inclusive practice and procedure</li> </ul>
<ul style="list-style-type: none"> <li>To establish and maintain close liaison with parents</li> </ul>	<ul style="list-style-type: none"> <li>To ensure collaboration and information sharing between school and families.</li> </ul>	Ongoing	SLT and all teaching staff	<ul style="list-style-type: none"> <li>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning</li> </ul>
<ul style="list-style-type: none"> <li>To establish and maintain close liaison with outside agencies for pupils with additional needs</li> </ul>	<ul style="list-style-type: none"> <li>To ensure collaboration between all key personnel.</li> </ul>	Ongoing	SLT/SENCo, all teaching staff and outside professionals	<ul style="list-style-type: none"> <li>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning</li> </ul>

<ul style="list-style-type: none"> <li>To increase early intervention assessment and provide support within the EYFS</li> </ul>	<ul style="list-style-type: none"> <li>For members of staff to be trained in using PECS with children who have communication difficulties</li> <li>Developing gaps in Speech and Language – EYFS – are trained in the Nuffield Early Language Intervention - Well Comm - Specifically identified EYFS children are to be assessed and a 20-week package of support will be given</li> </ul>	July 23	EYFS Lead TA Speech and Language therapist	<ul style="list-style-type: none"> <li>Appropriate staff will have had to communicate with children and improved outcomes for children will be seen with greater access to the curriculum</li> </ul>
<ul style="list-style-type: none"> <li>To use Information communications technology equipment to allow SEN children greater access to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>To allow greater access Chrome books and iPads for recording in alternative methods</li> </ul>	ongoing	SLT SEN co-ordinator Computing co-ordinator	<ul style="list-style-type: none"> <li>Children will be able to record work and responses through alternative methods</li> </ul>
<ul style="list-style-type: none"> <li>To develop the staff understanding of the emotional needs of children with attachment disorders</li> </ul>	<ul style="list-style-type: none"> <li>Staff will receive appropriate training to help understanding of the needs of children with attachment disorders</li> </ul>		Inclusion Manager	<ul style="list-style-type: none"> <li>Staff will understand the needs of children with attachment disorders and provide support which will enable children to access the curriculum and their learning. Improved outcomes for vulnerable children</li> <li>The school has been awarded the bronze award for Attachment &amp; Truma</li> </ul>
<ul style="list-style-type: none"> <li>To create an outside sensory and resource area for children to access the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>To create an outside play based / learning environment to develop reading, communication, sensory and social play</li> </ul>	July 2024	SLT Site manager	<ul style="list-style-type: none"> <li>A completed sensory play area to support reading and communication for children to access.</li> </ul>

<ul style="list-style-type: none"> <li>To support children emotionally to catch up due to Covid</li> </ul>	<ul style="list-style-type: none"> <li>To develop staff understanding in the KS1 and assess missed opportunities to develop social play and communication</li> <li>To support children understanding of mental well-being</li> <li>Introduce forest school in the EYFS and develop SEND children access to support engagement and communication</li> <li>Extend more physical play based activities in to the Year 2 curriculum</li> <li>Supporting the children's emotional wellbeing - Access to the SSTEW training and support for the children in KS1 – (Sustained Shared Thinking and Emotional Well-being)</li> </ul>	<p>on-going</p>	<p>Key focus EYFS and KS1 – extending to Whole school</p>	<ul style="list-style-type: none"> <li>Staff will have a greater understanding of positive mental health and be able to recognise the sign of children requiring support.</li> <li>To create an ethos of open communication to support everyone within the school</li> </ul>
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**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<ul style="list-style-type: none"> <li>Improve the physical school environment</li> </ul>	<ul style="list-style-type: none"> <li>The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the</li> </ul>	<p>Ongoing</p>	<p>SLT, site manager and governors</p>	<ul style="list-style-type: none"> <li>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</li> </ul>



	<p>site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.</p>			
<ul style="list-style-type: none"> <li>• Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs</li> </ul>	<ul style="list-style-type: none"> <li>• Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</li> <li>• Use our compliance company to ensure safety access arrangements</li> <li>• To seek advice from Helen Guy from the complex Needs Team at SENDIS</li> </ul>	<p>Ongoing</p>	<p>SLT, SENCo, all teaching staff and site manager COMplex Needs Team from SEfton and the School Compliance Team</p>	<ul style="list-style-type: none"> <li>• As full as possible inclusion for all pupils. Safe evacuation in an emergency.</li> </ul>
<ul style="list-style-type: none"> <li>• To ensure continued improved access for pupils who may experience difficulty moving around school</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to assess children's needs when they are new to the school and to review on annually.</li> <li>• To ensure care plans are in place to support any child or adult with mobility difficulties</li> </ul>	<p>Ongoing</p>	<p>Head teacher Site manager Learning Mentor</p>	<ul style="list-style-type: none"> <li>• Any child / adult who experiences mobility difficulties to have access to all areas of school</li> <li>• Care plans will be in place and reviewed annually for those children who have mobility difficulties</li> </ul>

<ul style="list-style-type: none"> <li>To develop staff understanding of the impact of disability and the needs of others</li> </ul>	<ul style="list-style-type: none"> <li>To provide disability awareness training for all staff</li> <li>training and support for the understanding of ADHD <ul style="list-style-type: none"> <li>Support for the ADHD Team</li> <li>Support from the Complex Needs Team from SENDIS</li> </ul> </li> </ul>		<p>Head teacher SEN Co-ordinator SENIS</p>	<ul style="list-style-type: none"> <li>Staff will have attended disability awareness training provided through SENIS</li> <li>Staff will have a better understanding of disabilities and be able to use this knowledge to plan effectively for any children with a disability</li> </ul>
<ul style="list-style-type: none"> <li>To complete a an accessibility walk with the support of the complex Needs team from SENIS</li> </ul>	<ul style="list-style-type: none"> <li>To access the grounds for potential risk factors for children with enhanced physical needs</li> </ul>	<p>Yearly</p>	<p>SENCO SENIS Complex Needs Team &amp; School Compliance Team SLT Site Manager</p>	<ul style="list-style-type: none"> <li>A completed risk evaluation of the school grounds.</li> <li>Target setting for improvements</li> </ul>
<ul style="list-style-type: none"> <li>Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children</li> </ul>	<ul style="list-style-type: none"> <li>Seek support from LA HI and VI advisory teachers</li> </ul>	<p>Ongoing</p>	<p>LA HI and VI advisory teachers in conjunction with Inclusion manager</p>	<p>All children have access to the appropriate environment for effective learning</p>
<p>Make adjustments to the EYFS to support the children in the understanding of Boundaries to ensure safety</p>	<ul style="list-style-type: none"> <li>Seek support from LA Helen Guy advisory teachers</li> <li>Liaise with previous school settings to implement strategies in place</li> <li>Include additional boundary markers</li> </ul>	<p>September 2024</p>	<p>SENCO SENIS Complex Needs Team &amp; School Compliance Team EYFS Lead SLT Site Manager</p>	<p>Boundaries and moveable gate systems are to be put into place before school begins to support children in the EYFS. The system to be reviewed in October 2024.</p>

	and moveable barriers to ensure safety			
Make equipment adjustments within the EYFS to support children's possible choking hazards of small equipment.	Seek support from LA Helen Guy advisory teachers Make adjustments as required monitor environment for possible hazards	September 2024	SENIS Complex Needs Team & School Compliance Team EYFS Lead	Small equipment and choking hazards are removed and brought out when supervised by an adult

**Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<ul style="list-style-type: none"> <li>To enable improved access to written information for pupils, parents and visitors.</li> </ul>	<ul style="list-style-type: none"> <li>Create and offer information in alternative formats</li> <li>Information is delivered by email and Microsoft SWAY program</li> <li>Access arrangements are considered and put into place for statutory testing</li> </ul>	Ongoing	SLT, teachers, admin team and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made

<ul style="list-style-type: none"> <li>● Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education</li> </ul>	<ul style="list-style-type: none"> <li>● Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible</li> </ul>	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
<ul style="list-style-type: none"> <li>●</li> <li>● To continue to develop effective methods of communication for SEND pupils</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>● Staff to research ways of using I pads to aid communication</li> </ul>	On-going as needs arise	SLT & SENDCo	Identified staff will be trained and be able to effectively use PECS to communicate with children. IT will be used more effectively for children with communication / language difficulties. Improved outcomes for children as they will have greater access to the curriculum.
<ul style="list-style-type: none"> <li>● To develop Clear and Accessible Communication Channels:</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure that communication channels, such as newsletters, emails, and school websites, are designed to be accessible to all individuals. Use plain language, avoid jargon, and provide information in multiple formats, such as written, audio, and visual.</li> <li>● Provide translations or interpretation</li> </ul>	July 2023  As needs arise	SLT & Admin	EAL parents will have access to a newsletter in their native language.

	<p>services for families with limited English proficiency or those who use sign language.</p> <ul style="list-style-type: none"> <li>To increase the staff knowledge of EAL through staff meeting</li> </ul>			
<ul style="list-style-type: none"> <li>Dedicated SEND Liaison:</li> <li>Ensure that the SEND liaison is knowledgeable about the plan, available resources, and local support networks.</li> </ul>	<ul style="list-style-type: none"> <li>Appoint a dedicated SEND liaison or point of contact within the school who can provide support, answer questions, and facilitate communication between families, staff, and external agencies involved in the SEND accessibility plan.</li> <li></li> </ul>	September 2023	SLT	A named person will be appointed and information will be sent to parents
<ul style="list-style-type: none"> <li>Provide information in other languages for pupils or prospective pupils</li> </ul>	<ul style="list-style-type: none"> <li>Access to translators, sign language interpreters to be considered and offered if possible</li> </ul>	As required	Inclusion manager	Pupils and/or parents feel supported and included