**Our Lady and St John's Catholic Primary School**
Boston Park Road, Brentford, Middlesex, TW8 9JF
www.ourladyandstjohns.org.uk

# Accessibility Policy

| Policy Start Date | Policy Review Date | Frequency |
|---|---|---|
| **Summer 2025** | **Summer 2026** | **Annually** |

| Designated SENCO |
|---|
| **Dawn Whitehouse** |

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. (DfE)

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

We believe disability is:

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality policy that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils, which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence.

We are committed to providing a fully accessible environment, which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
**(See Appendices)**

We as a school community have a commitment to promote equality.
We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

**Aims**

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

**Role of the Governing Body – to:**

- comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- publish an Accessibility Plan but not to discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- have the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- to respect the child's and parents right to confidentiality;
- have the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- have the responsibility to endorse the key principles in the National Curriculum which underpins the development of a more inclusive curriculum by:

- setting suitable learning challenges
- responding to pupil's diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils

- have responsibility for ensuring that the school complies with all equality legislation;
- have responsibility for ensuring funding is in place to support this policy;
- have responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- have responsibility for the effective implementation, monitoring and evaluation of this policy.

**Role of the Headteacher/SLT – to:**

- oversee the implementation of the policy and plan;
- review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for school personnel with disabilities;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- undertake a needs analysis that will identify what improvements to the school building plus other issues that need to be taken into account;
- identify what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides;
- identify what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers;
- identify what needs to be done to improve communicating written information to disabled people;
- help pupils to recognise, understand and learn how to treat people with disabilities by:
  - identifying different kinds of disabilities
  - visualising what it might feel like to be disabled
  - supporting and interacting with disabled people
- ensure good lines of communication are in place with parents namely:
  newsletters/parentmail

school website
annual pupil reports
parent-teacher consultations
curriculum meetings

- identify what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils;
- identify what needs to be done to improve our provision of courses for adults and families who have particular needs in the community;
- identify the training needs of school personnel;
- review this policy and the Disability Accessibility Plan.

**Role of Staff – to:**

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school.

**Role of Pupils – to:**

- learn to recognise, understand and learn how to treat people with disabilities by:
  - identifying different kinds of disabilities
  - visualising what it might feel like to be disabled
  - supporting and interacting with everyone
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat everyone with respect;

**Role of Parents/Carers**

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school code of conduct and guidance necessary to ensure smooth running of the school.

**Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - all aspects of this policy
  - Inclusion
  - Special Educational Needs & Disabilities

Equal opportunities

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher, the SLT and governors.

## The Disability Equality Scheme / Disability Accessibility Plan for Pupils is as follows:

### Appendix: 1 – Delivery of the Curriculum

| Delivery of the Curriculum | | | |
|---|---|---|---|
| **Targets** | **Strategies** | **Outcome** | **Achievement** |
| To develop CPD to ensure staff are knowledgeable in terms of pupils with a range of disabilities and strategies to support them | *Staff training needs identified (CPD programme and appraisal)<br>INSET; school nurse; LA Advisors; Educational Psychologist | *All teachers meet the requirements of disabled pupils needs with regards to accessing the curriculum<br>* Monitored by HT and SENCO | Increased access to an appropriate curriculum for all pupils |
| All out of school activities are planned to ensure the participation of the whole range of pupils | *Review all out of school provision to ensure compliance with legislation | *All after school activities and class trips will be in an inclusive environment and if outside providers are used they will comply with all current legislative requirements.<br>* Monitored by HT, SENCO & Finance officer | *Increase in access to all school activities: trips, residential visits, extended school activities and sporting events for all pupils. |
| To ensure classrooms are organised to promote the participation and independence of all pupils | *Review layout of furniture and equipment to support learning of all pupils where necessary | *Lessons are accessible to all pupils.<br>* Monitored by HT and SENCO | *All pupils able to participate in all activities |
| To deploy Teaching Assistants effectively to support pupils' participation | *Review needs of pupils within each class Ensure staff skills are matched to pupil needs | *Pupils needs are met through effective deployment of skilled support staff<br>* Monitored by HT and SENCO | All pupils are supported to achieve their full potential. |

## Appendix: 2 – The Physical Environment of the School

| The Physical Environment of the School | | | |
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| **Targets** | **Strategies** | **Outcome** | **Achievement** |
| Approach to school | Drop kerbs, traffic calming and pedestrian crossings | *LA to meet the requirements of disabled pupils needs with regards to accessing the school.<br>* Monitored by HT, SENCO Finance officer & Site Manager. | *Improvement to be made where possible within the Local Authority (LB Hounslow) budget with a focus on:<br>- Increased safe access to school. |
| Outside Area | Access to school:<br>*Car parking<br>*Pedestrian | *Car parking with designated space for disabled parking.<br>*Improve accessibility from car park to school along pathway<br>* Monitored by HT, SENCO Finance officer & Site Manager. | *Improvement to be made where possible within the allocated school budget with a focus on:<br>Safe access to the school building from:<br>- car park<br>- pedestrian access |
| All Areas | *Signage<br>*where possible widen doors<br>* classroom furniture layout to increase access | * Improved:<br>- Signage<br>- Where possible widen doors &<br>- classroom furniture layout to increase access<br>*Assessed action taken when required.<br>* Monitored by HT, SENCO Finance officer & Site Manager. | *Improvement to be made where possible within the allocated school budget with a focus on:<br>- Signage<br>- Where possible widen doors &<br>- classroom furniture layout to increase access<br>To ensure safe access to the school building & around all areas. |
| Corridors | *Signage<br>*Observe fire exit routes | * Improved:<br>- Signage<br>- Fire exit routes<br>Assessed action taken when required.<br>* Monitored by HT, SENCO Finance officer & Site Manager. | *Improvement to be made where possible within the allocated school budget with a focus on:<br>- Signage<br>- Fire exit routes (internal / external steps)<br>To ensure safe access from the school to the playground: |
| Main buildings / Hall | *Toilets<br>*Hall / Classrooms | *Assessed action taken when required.<br>* Monitored by HT, SENCO Finance officer & Site Manager. | *Improvement to be made where possible within the allocated school budget with a focus on:<br>- Safe access to the toilets |
| Lift | *Lift maintenance kept up to date | Lift in use for any pupil/staff member | *Lift always in operation |

**Appendix: 3 – Provision of Information in Other Formats**

| Provision of Information in Other Formats | | | |
|---|---|---|---|
| **Targets** | **Strategies** | **Outcome** | **Achievement** |
| Availability of written material in alternative formats | *The school will make itself aware of services available through the LA for converting written information into alternative formats when necessary. | *The school will be able to provide written information in different formats when required; such as use of large print, contrasting colours or augmentative communication.<br>*All school information available on website also available in hard copies.<br>* Monitored by HT, SENCO & Finance officer | *Specific adjustments to be made when necessary, including on request, to ensure:<br>- Increased access to written material in alternative formats. |
| Review documentation with a view of ensuring accessibility for parents with visual impairment. | *Review all current school publications and publications and promote the availability in different formats for those that require it. | *The School will be able to provide written information in different formats when required; such as use of large print, contrasting colours or augmentative communication.<br>*All School information available on website also available in hard copies or appropriate medium to ensure accessibility for parents with visual impairment.<br>* Monitored by HT, SENCO & Finance officer | *Specific adjustments to be made when necessary, including on request, to ensure:<br>- Increased access to written material in alternative formats. |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment. | *Get advice from the Borough (LB Hounslow) on alternative formats and use of IT software to produce, adapt and customise materials. | *The school will be able to provide written information in different formats when required;<br>*All documentation will be available through an appropriate medium to ensure accessibility for pupils with visual impairment.<br>* Monitored by HT & SENCO. | *Specific adjustments to be made when necessary, including on request, from EP, LA, HT, SENCO, parent or pupil, to ensure:<br>- Increased access to written material in alternative formats. |
| Raise the awareness of adults working at the school on the importance of using a range of communication systems according to individual need. | *Environmental checklist audit by SLT<br>*Inclusion CPD, including functional language; makaton<br>*Advice from SLT | *The school will be able to communicate in different ways when required; including functional language, makaton<br>* Monitored by HT & SENCO. | *CPD Training to ensure adults working at the school understand & promote their role and responsibility with a specific focus on:<br>- Inclusion<br>- Disability Equality<br>- Disability Accessibility |

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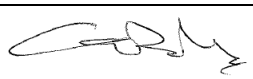
| **Headteacher:** |  | **Date:** | **Summer 2024** |
| **Chair of Governing Body:** |  | **Date:** | **Summer 2024** |