



Love, Learn, Respect & Appreciate

## Accessibility Plan 2021-2024

<b>Accessibility Plan</b>		
<b>Approved by</b>	Head Teacher/Governing Body	October 2021
<b>Next Review Due</b>	October 2024	

## ACCESSIBILITY PLAN 2021-2024

A rolling programme of improvement leading to a fully inclusive environment for all learners, parents and visitors

### Responsibilities

Head Teacher – H Lennon

Chair of Governors – Rev Fr Dave Heywood

Assistant Head Teacher & Pastoral Lead – S Orwin

SENDCO – G Furness

SEND Governor – S Jones

EDI Governor – A Horner

This 3 Year Plan will be updated annually as necessary to ensure the provision at St Oswald’s is appropriate, inclusive and equal for all.

### Strand 1 – Increasing the extent to which disabled pupils can participate in the school curriculum

Task	Actions	Responsibility	Time Scale	Monitoring	Impact
Consider whether teaching and learning can be improved to increase access.	When purchasing new furniture to ensure that there is suitable furniture in each class for disabled pupils as required.	All staff when ordering furniture using their class or coordinator budgets	Ongoing & annual July classroom furniture audit.	SLT	Classroom furniture allows access for all.
	Classroom plan to include seating arrangements/work stations for any pupils identified with a disability – Sight/hearing/concentration/SEMH Etc.	Teachers/ TAs	Ongoing to allow for new children arriving in school during the academic year.	SLT	Classroom are arranged to meet the needs of all children to ensure there are no barriers to the learning experience.
	Teachers to consider learning activities to ensure access to all curriculum activities for all.	Teachers	Termly review	SLT	Learning experiences maximised for all pupils.

	<p><b>Pastoral Lead to have strong communications and links with SEND pupils and SEMH pupils and their parents.</b></p> <p><b>Close working relationship established between the SENDCO and the Pastoral Lead.</b></p>	<p><b>SENDCO – Gail Furness &amp; Pastoral Lead – Sharon Orwin AHT</b></p>	<p><b>Ongoing</b></p>	<p><b>Head Teacher – Helen Lennon</b></p>	<p><b>Excellent relationships and communication established to ensure the needs of the children are met.</b></p>
--	--	--	-----------------------	---	--

**Strand 2 – Improving the physical environment**

<b>Task</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Time Scale</b>	<b>Monitoring</b>	<b>Impact</b>
<p><b>Consideration to be given to any proposed building works and improvements.</b></p>	<p><b>To raise awareness of disabled access and routes through all areas of the school.</b></p>	<p><b>Governor Premises Committee Archdiocesan Surveyor</b></p>	<p><b>Ongoing</b></p>	<p><b>Governing body</b></p>	<p><b>Equal access for all to the school building.</b></p>
<p><b>Consider the whole school grounds and other provision used by the school.</b></p>	<p><b>Wheelchair access to and within school garden, Raised vegetable beds.</b></p>	<p><b>Head Teacher Premises Governors</b></p>	<p><b>Ongoing</b></p>	<p><b>Head Teacher</b></p>	<p><b>Equal access to all for the school playground and garden.</b></p>
<p><b>Consider ASD or dyslexia friendly classrooms.</b></p>	<p><b>Ask for and share advice/ guidance/reports from support/ specialist services.</b></p> <p><b>Transition between year groups for children with ASD/Dyslexia/SEMH to be improved. Staff meeting time allocated and annual summer term INSET day</b></p>	<p><b>SENDCO</b></p> <p><b>SENDCO/SLT</b></p>	<p><b>Annual Summer review IEP/EHC Plans reviewed Termly</b></p>	<p><b>SLT</b></p>	<p><b>Raise staff awareness. Staff fully prepared for ASD/Dyslexic/SEMH pupils and their IEPs &amp; EHC Plans in their class.</b></p>

Alternative entrance and exit points for children who need to access the school, other than using the designated class entry and exit points and times.	SENDCO briefings for staff on SEND/IEPs/EHCP pupils available for all Teachers, TAs 7 Office Staff.	SENDCO	Ongoing	SENDCO / SLT	Informed staff providing the right provision.
	Purchase appropriate ASD/Dyslexia resources		Ongoing	SENDCO / SLT	Barriers to learning removed.
	To ensure all staff - Teachers, TAs and Office staff are aware of children with SEND, SEMH needs who need to use the alternative entry point at the main office other than the designated class entry points and as required flexibility with start and finish times.	Pastoral Lead Head Teacher	Ongoing	Pastoral Lead Head Teacher	Barriers removed for SEND/SEMH pupils to ensure easy and smooth access to the school day.

**Strand 3 – Information for disabled pupils which is provided in writing for pupils who are not disabled**

Task	Actions	Responsibility	Time Scale	Monitoring	Impact
Typical information to consider: Homework Timetables Worksheets Teacher marking and feedback Notices Tests	Staff meeting discussions on what issues may arise e.g. Staff to write in home/school books or homework diaries or use electronic aids as necessary. Alternative homework to be provided.	SENDCO	Ongoing	SENDCO	Equal access to information for disabled pupils.
Consider information	Excellent relationships and open	Head Teacher	Ongoing	SENDCO	Equal access to

<p><b>for parents</b></p>	<p>communication in place. Use electronic communication as necessary. Teacher to give verbal explanation to child backed up by verbal/written information to parents. Weekly newsletter for reinforcing information. Consult with parents on: communication, effectiveness of IEPs/EHC Plans homework, parent consultations.</p>	<p>Teachers</p>		<p>SLT</p>	<p>information for all pupils and parents.</p>
---------------------------	--	-----------------	--	------------	--

**Strand 4 – Disability Equality Duty – Whole school actions**

Task	Actions	Responsibility	Time Scale	Monitoring	Impact
<p>Staff and Governor Training</p>	<p>Ensure the SEND Governor and EDI Governor embrace the responsibility for disability throughout the school. Staff and Governor EDI awareness training.</p>	<p>Head Teacher Governors SEND &amp; EDI Governor.</p>	<p>Annually Ongoing</p>	<p>Governing Body</p>	<p>Raise Governor and staff awareness of EDI issues and statutory requirements.</p>
<p>Review of whole school policies</p>	<p>Include equal opportunities and disability access in review of all policies as they arise in the annual cycle.</p>	<p>Head Teacher</p>	<p>Annually Ongoing</p>	<p>Governing Body</p>	<p>Disability Equality statutory/non-statutory requirements met.</p>
<p>Data collection, monitoring, evaluation, implementation</p>	<p>Annual audit of school status to ensure EDI data and provision is updated and appropriate.</p>	<p>Head Teacher SENDCO Chair of Governors SEND &amp; EDI Governor</p>	<p>Autumn Term annually</p>	<p>SLT Governing Body</p>	<p>All needs fully supported and resourced.</p>