Our Lady of Lourdes Catholic Primary School

Wesley Road, Hillside, London, NW10 8PP

Growing together in faith, hope and courage
we inspire each other learning to continue
Christ's mission

Accessibility Policy

Policy details			
Legal Status:	Statutory	Responsible Person	Inclusion Lead
Last Review:	June 2023	Next Review:	September 2025
Adopted by Governors:	June 2021	SEND /Finance & GP Committee	Chair

Our Vision is to ensure that every child at this school is provided with the best opportunities to be successful citizens of the future through an excellent education with access to the best teaching, curriculum resources and learning environment possible.

We aim to provide a broad and balanced global curriculum to encourage independent thinking and encompass teaching about a wide variety of cultures and faiths.

As a Catholic School, we provide pupils with principles and teaching of the Catholic Church. We promote key Christian values of honesty, endurance, hope, courage, empathy, self- esteem, self-control and humility to strengthen their understanding of common good and positive societal values.

We aim to support every child to achieve their full potential and leave the school prepared to meet the challenges of the next phase of their education and future career.

We aim to achieve this by:

- ensuring that every child knows they are unique and their best effort is valued
- developing the full potential of every child according to their varying needs and abilities
- providing an exciting, creative and stimulating learning environment to motivate our pupils to achieve their best while at school and to continue as independent learners
- ensuring all teaching is of the highest quality and is reviewed rigorously to be “best quality first teaching” by pupils as well as leadership
- maintaining a Christian community in which the teachings of the Catholic Church and the key Christian values provide a deep sense of their purpose to pupils, parents and staff
- embedding a fair and just ethos where all know they are equal and where equal respect is given to all people, cultures and religions
- continuing to strengthen links with our families, our parish and the local community
- providing opportunities for pupils to link with other schools and businesses to expand their life experience

1. Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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 a set of action plans showing how the school will address the priorities identified in the plan.

2. Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):
'A person has a disability 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 carry out normal day to day activities.'

3. The purpose and direction of the school's plan: vision and values

At Our Lady of Lourdes Catholic Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Our Lady of Lourdes Catholic Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best effort.

4. Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

Our previous and current medical lists included the following:

- Asthma
- ADHD
- ASC
- Childhood Cancer
- Eczema
- Allergies
- Sickle Cell
- Epilepsy
- Sensory impairments

Early intervention is key, so we collect information from the Early Years settings and Home Visits, so that we are prepared to meet children's needs when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

5. The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary ***to fully include them in the life of the school***.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The Inclusion Leader has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practise is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Date of Plan: To be reviewed annually.

Accessibility Action Plan: September 2024 –August 2025 **Appendix 1**

	Issue	Action	People / Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1.	Increase confidence of all staff in providing adaptive learning opportunities for all pupils	Training to be accessed through the National College and during INSETS Teachers to share planning Paired lesson study observations Lesson drop ins and feedback	SENCO Subject leads Teaching staff	On-going	Improved access to curriculum for all pupils	Training – SENCO and subject leaders Lesson study pairs – teaching staff guided by SLT Lesson drop-ins – SENCO, Subjects leads and SLT
5.	Availability of written material in alternative formats	School makes itself aware of the services available through its LA for converting written information into alternative formats including large print for relevant pupils and parents	SENCO Brent BVI Team Relevant class teacehrs	On-going	If needed the school can provide information in alternative formats	Head Teacher Feedback from parents and staff.
6.	Continue to raise staff awareness of disabilities issues.	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities. Promote disability equality via • Staff meetings. • PSHE lessons. • Assemblies. • Celebrating difference.	LA. Health Authority. Disability Rights Commission. All school staff. Whole staff	On-going On-going	Teachers and LSAs aware of issues. Detailed information and support available and passed on by staff. Increased whole school awareness of disability issues.	Head Teacher / SLT SENCo. / Class Teachers. LSAs. / Other non-teaching staff.
7.	Ensure that all school trips & Residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Risk assessments.	Visit leaders. Educational Visits Co-Ordinator. Head Teacher	On-going	School trips & residential visits are accessible for all pupils.	Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils

8.	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Audit participation in after school activities and identify barriers. Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-school clubs.	On-going	After-school clubs and care provision is accessible for all pupils.	SLT Head Teacher Feedback from parents and pupils.
9.	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	On-going	Curriculum is fully accessible for all pupils.	Head Teacher SLT. SENCo.
10.	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	Policies to include: • Content • Strategies • Resources That could be employed when planning for pupils with difficulties or disabilities.	Whole staff. Subject leaders. Advisors.	On-going	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders.