

## Our Lady of Lourdes Accessibility Plan 2016 – 2018



### Access to the Curriculum

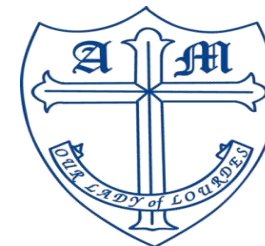
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Short Term</b>	Support staff with differentiation of curriculum and provide specific training on disability issues.	Assign time during staff meetings for IDP* training eg: dyslexia, Global Development Delay and Autistic Spectrum Disorder.	By July 2018	SENCO & Inclusion Manager	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	Ensure LSAs have access to specific training on disability issues	Assign time during LSA staff meetings for IDP training as per teaching staff.	By July 2018	SENCO & Inclusion Manager	Raised confidence of LSAs as above
	All staff/ child/ parent/ carer access needs are explored when joining school and at beginning of each school year.	Review admissions pack annually. HT to bear in mind when recruiting new staff. Parents/carers to be invited to discuss access needs at first consultation meeting of each school year. Include any 'known' access needs inside class Inclusion Folders so that all teaching staff will be aware.	By July 2018	Head Teacher Early Years staff All staff when receiving new children At Autumn consultation meeting. Office staff . HR officer.	Access needs of all attending, working in and visiting the school will be met where possible
<b>Medium Term</b>	Continue to ensure all children have equal access to any after school and lunch time activities	Organise additional activities as appropriate	Ongoing	All staff SENCO & Inclusion Manager LSAs	All children confident and able to participate equally in out of school activities
<b>Long Term</b>	Children become more aware of their own learning styles and access needs	Include access to information in class discussions / circle time. Encourage pupils to express their access needs and explore learning styles	Ongoing  Ongoing	All teaching staff	Children able to articulate their access needs and understand their own learning styles

*\*IDP Inclusion Development Planning.*



## Improving Access to Information

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Short Term</b>	Review strategies and methods of sharing information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when child is admitted to school and at beginning of school year. Review all letters home to check reading age/ plain English Use Arial 14 font where possible Be prepared to provide literature in Braille/on tape if requested.	Annually	Head Teacher  Head Teacher/ Office staff	All parents receiving accessible information.
	Assess impact of existing policies to ensure inclusion.	Check for negative/positive impact and alter if necessary.	From Sept 2016	Head Teacher/Site Manager/SENCO & Inclusion Manager / Governor responsible for SEND	Achievement of inclusion for all.
<b>Medium Term</b>	Ensure staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Spring 2017	SENCO & Inclusion Manager	Staff start to produce routine information to children in more accessible ways.
<b>Long Term</b>	Ensure any communications including the website allow for easy access.	Monitor website usage.  Ensure all communications are welcoming & representative of contemporary society	Summer 2018	Head Teacher, DH, Network Manager, Office Staff	Parents/carers feel confident in the information they have about the school



## Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility	Success criteria
<b>Short term</b>	School is aware of the access needs of all stakeholder groups. Ensure no group has difficulty accessing the physical environment.	Regularly monitor stakeholder needs	July 2016	Premises Manager / SENCO	Stakeholder needs identified and met.
		Continue regular H&S checks & ensure all aspects of the physical environment are compliant with relevant legislation including DDA.	Termly	Headteacher/Site Manager	Checks undertaken and recorded
<b>Medium Term</b>		Improve signage around the school to include Braille if required.	July 2017	Site Manager/SENCO	Signage improved if needed
<b>Long Term</b>		Ensure existing buildings comply with DDA	July 2018	Headteacher /Premises Manager	
		All alterations comply with DDA	Ongoing	Headteacher /Premises Manager	All building alterations comply

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To be published on the school website.