

Our Lady of Lourdes Accessibility Plan 2017 – 2019

Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Support staff with differentiation of curriculum and provide specific training on disability issues.	Assign time during staff meetings for IDP* training e.g.: Dyslexia, Global Developmental Delay and Autistic Spectrum Disorder	By December 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 December 2018	SENCO & Inclusion Manager	Raised confidence of LSAs as above
	All staff/child/parent/carer access needs are explored when joining school and at the 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 Inclusion folders so that all teaching staff will be aware.	By September 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
Medium Term	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
Long Term	Children become more aware of their own access needs	Include access to information in Circle Time Encourage pupils to express their access needs.	Ongoing Ongoing	All teaching staff	Children able to articulate their access needs.

Improving Access to Information

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	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 access information
	Assess impact of existing policies to ensure inclusion	Check for negative/positive impact and alter if necessary.	Ongoing	Head Teacher/Site Manager/SENCO/Member of Gov Body	Existing policies all impact assessed.
Medium Term	Ensure staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCO & Inclusion Manager	Staff start to produce routine information to children in more accessible ways.
Long Term	Ensure any communications including the website, allow for easy access.	Monitor website usage. Ensure all communications are welcoming and 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
Short term	School is aware of the access needs of all stakeholder groups. Ensure no group has difficulty accessing the physical environment.	Regularly monitor stakeholder needs	Ongoing	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. Some specific concerns are maintained when finances allow; Staircases KS2 building Uneven kerbs/pathways in EYFS/adjacent to the P.E shed.	Termly	Head Teacher/Premises Manager	Checks undertaken and recorded
Medium Term		Improve signage around the school to ensure safe accessibility to all.	July 2018	Premises Manager/SENCO	Signage improved if needed
Long Term		Ensure existing buildings comply with DDA.	July 2018	Head Teacher /Premises Manager	
		All alterations comply with DDA	Ongoing	Head Teacher /Premises Manager	All building alterations comply

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