



Our Lady of Mount Carmel
Catholic Primary School

Our Lady of Mount Carmel

A Catholic Voluntary Academy

POLICY FOR DEVELOPING AND

REVIEWING OUR

ACCESSIBILITY PLAN

1 Corinthians 10:24 - No one should seek their own good, but the good of others.

Agreed by: P. Martin (Headteacher) C. Stephenson (Chair of Governors)

Date from: February 2025

Review Date: February 2027

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day-to-day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this

general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body

The responsible body must prepare—

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,of information which is provided in writing for children / young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance;

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *“Accessible Schools: Planning to increase access to schools for disabled pupils”*

Health Standards (England) Regulations 2003

The School's Context

We are an academy for children / young people who age from 4 years to 11 years. The school comprises of 1 building covering an average site, mostly of two storey construction.

In the years **2024/25** we had 3 children / young people identified as having a disability under the given definition.

Our Mission Statement

Our Lady of Mount Carmel Roman Catholic Primary School is a community centred in Christ. Teaching is permeated by the Gospel values and the traditions of our Catholic faith.

We seek to promote a happy, stimulating and caring environment in which each person is valued as an individual with unique talents. The curriculum and activities of the school are carefully framed so that each pupil may fulfil his or her potential and know success. Each will grow in awareness of his or her role within the family, the school and society and be sustained by a deepening relationship with God.

Centred in Christ

We are...

HAPPY - We make new and happy memories together.

CARING - We are caring, kind and amazing just like Jesus.

VALUED - Each of us is an important part of the jigsaw, which makes up our school family.

UNIQUE - We are all special and respect each other's differences.

SUCCESSFUL - We never give up on our journey to success.

For with God nothing is impossible. Luke 1:37

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN Governor**
- **Headteacher**
- **SENCO**
- **Business Manager**
- **Parent representative**
- **Child / young person**

Process

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan (and included it in the governors' report to parents).

- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the School's Accessibility Plan

The accessibility plan will be on the school website.

Other School Policies & Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy and the school's SEND Information Report.
- Mission Statement

The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

AUDITS & ACTION PLANS

Access Audit

Date: 14.1.2025

Lead member of staff: Philippa Martin

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Party	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.				Teachers and teaching assistants have accessed a range of CPD based on specific educational needs and mental health. Staff have access to the National College training for SEN and disabilities. Training takes place for specific disabilities when they are admitted to school by trained professionals. Adaptive teaching and whole school SEN have been a focus for 2024-2025 and this will continue over the next 3 years.
All school staff and the governors have had access to training on disability equality and inclusion.				The school governors have access to training on SEN and supporting schools to comply with all legislation. Reasonable adjustments are considered at meetings. Training is attended by staff as and when needed.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.				The school takes advice from external organisations that specialise in different areas of disability support. OLMC have worked with agencies which support children with hearing impairments, those with physical disabilities and also children who have involvement from occupational therapy. The school integrates recommendations from these agencies into its Accessibility Plan where financially feasible, to improve accessibility for students and staff. The school has difficulties in its design with small m ² classroom sizes and it being split level which makes some recommendations difficult.
Positive images of people with different abilities are apparent in the classrooms and the school generally.				Staff are consciously purchasing and creating resources which show a range of people in a positive way. They are mindful of all cultures, needs and disabilities being shared and praised.

<p>Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.</p>			<p>Staff adapt their plans to ensure that all children can access the curriculum at their level. All enrichment activities are offered if safe to do so. Specific support is put in place for children who cannot access lessons and activities due to disabilities. Guidance is sought from external agencies to provide support on how to meet the needs of children with specific disabilities.</p>
<p>Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.</p>			<p>Lessons are taught using a range of strategies. Staff have received high quality CPD on adaptive teaching to ensure that all needs are being met and catered for. Pupils with SEND and disabilities are included in all lessons and effective support and scaffolding is provided within the lessons to ensure children are able to access at the correct level.</p>
<p>When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.</p>			<p>Staff audits are completed to ensure that staff are trained in the different SEND and disabilities this ensures that the staff are equipped to work with the children within their deployment. SLT deploy TA staff in accordance with provision mapping and support plans. Children who have higher levels of need have an allocated group of TA's who work predominantly with that child and ensure that reliance on one member of staff does not occur. This also ensure that all efforts are made to work towards independence and reduce scaffolding over time. Enhanced staffing ratios are used when this is beneficial to the pupils who require additional support. Provision is put in place to cover break times and lunch times.</p>
<p>Staff recognise and allow for the mental effort/additional time</p>			<p>Support plans are in place for all children who require additional time and what recommendations are needed for them.</p>

required by some disabled children / young people, e.g. using lip reading, processing time for children / young people with Social Communication Difficulties.				<p>All staff are briefed before any tests with the access arrangements and what this looks like in the test situation.</p> <p>Different environments are provided for test situations to ensure that all pupils have fair access.</p> <p>Extra time is planned into sessions for children who need that provision.</p>
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.				<p>We have not purchased any new computer, machines or software, due to funding restraints. We have purchased ipad keyboards and are using vocaroo to support children who find recording of work challenging.</p>
Provision of laptops or e-devices are considered to aid recording and / or communication.				<p>Use of voice recording apps, but no individual laptops currently. Children are encouraged to record in a variety of ways. Ipad keyboards have been purchased to support recording.</p>
School visits are subject to a regular review to ensure increased levels of access or alternative experience.				<p>Staff visit the location of visits prior to visit taking place to ensure that all visits are accessible. Exeant is used to apply for visits and ensure that all risk assessments are in place. Discussions are had with the venue when accessibility is an issue to arrange alternative provision or amended activities.</p>
The school links with other schools to share good practice.				<p>The school works in collaboration with the other schools as part of the St Francis CMAT. The SENCo attends the Educational Psychology Service's Pyramid Planning Meetings to discuss cases anonymously and to share good practice. The SENCo attends all SEND and Inclusion Networks and is part of a SEND project provided by the multi academy trust. All information is shared within the requirements of the GDPR.</p>
Staff seek to remove all barriers to learning				<p>Where possible, all individuals should have access to the curriculum with adaptations made as necessary. The</p>

and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.				staff have received training based upon adaptive teaching and this has been highlighted within our curriculum subject booklets. Curriculum units try to include all examples of disability as part of an inclusive community including images, famous people and sports personalities.
Access Arrangements are used when appropriate to support children / young people with accessing assessments.				Access arrangements are used for identified pupils. These are practiced and prepared for to ensure that the children are comfortable and clear about what they can access as support. Access arrangements where appropriate are identified on their support plan and reviewed regularly.
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIASS, Early Help, etc.				School hosts SEN coffee morning where support for families are invited such as SENDIAS, Doncaster parents voice, Local offer, With me in Mind, Your Place etc. This allows parents to have informal access to these services. Information is shared on our Facebook page. Staff are also trained to support parents in finding the correct service to access with 3 Safeguarding staff working in school.
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.				The Send governor is very active in school and support staff in finding correct training and also living the SEN code of Conduct document. The governor asked probing questions and will scrutinise practice to ensure that the school are providing the best SEND provision. The School has taken part in an SEND audit where Governance was part of that audit.

Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.				Two floor school with no access to 2 nd floor for wheelchair users. The internal access to KS1 and EYFS has a short flight of stairs which does have a stair lift. External flat access to all EYFS and KS1 classrooms. Classrooms are small with limited space for specialist setting or wheelchairs.
In considering the school budget there is a clear plan to improve access and resources for those with a				Funding allocated according to the needs of the children. Budget meetings are held to ensure specific items are purchased with Business manager. The school is

disability.				always working to improve the resources for SEND children within the school.
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.				The school works with the site manager, Business Manager and CMAT premises manager to ensure that any adaptations major and minor are planned and costed carefully. These are recorded on Every.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.				The school has procedures for maintenance of all equipment and facilities which are recorded on Every. The school has a policy that all staff report any defects to the Head Teacher, Business Manager or Site Manager.
Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.				The fire alarm system has auditory and visual components. Fire and emergency evacuation drills are held each term. Following a drill, the pupils' responses and any obstacles delaying or preventing the evacuation are noted and work takes place to remove these obstacles. Fire Safety audits take place and Fire Wardens are trained.
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.				Any person with a disability who cannot protect themselves using the usual fire evacuation procedures have a personalised plan in place.
With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i> , there a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and				We have an administering medication policy. All medicines are stored in a lock cupboard. Medication requiring refrigeration is kept in a fridge in the office. Staff sign to say they have administered the medication and time given. A medicines record is filled in prior to the first dose being given. Changing facilities are available within school enabling discreet

dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.				and safe changing. An intimate care policy is in place.
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.				Pathways around school are flat. Access to the school from the public highway are in place. The school has a car park, but currently no designated disabled bay.
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.				Specific reference is made to disabilities in all recruitment. The school is in line with Diocesan Policies for recruitment.
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.				Furniture is bought to be age specific ensuring that furniture is the correct size and height for the pupils. If specialist furniture is needed we work alongside outside agencies to ensure that the equipment is suitable and fitted correctly. As a school we work with occupational therapy, physiotherapy, Special Schools Outreach, ASCET's and the local hospital.
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.				Use of hessian backing to ensure that environments are lower stimulus. Consistent use of widget symbols to ensure consistency across classrooms. Reduction is sensory overload with muted pallets in place. Labels include simple fonts and pictures. Self-audits of classroom provision take place. Visual timetables and now and next boards are used to support children.

Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.				<p>Sourced and accessed when needed. As a school widget symbols are used for those who need visual support for routines and structure.</p> <p>Larger text is used when needed. As a school we print on different coloured papers when needed to support with accessing the curriculum more effectively.</p>
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.				<p>Information is presented in ways which meet the needs of the learners. This can be in a variety of ways to ensure that all children can access the learning. Visualisers are used to show concrete examples where visibility might be a challenge.</p> <p>Recommendations are taken from outside agencies.</p>
ICT facilities are used to produce written information in different formats as appropriate.				<p>ICT is used to provide written information in different ways such as larger print, dyslexia friendly font, printing on different colour papers, using pictorial images to support. Staff are becoming more confident using ICT to support learners.</p>
<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p> <p>External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...</p>				<p>Staff are becoming more aware of technologies to support people with disabilities and needs. ICT is used to produce bespoke resources to meet the individual needs of the children and make adaptations to the resources. Staff work closely with outside agency recommendations to provide technologies children need to access the curriculum.</p>
There is an effective process				<p>The school has a clear complaints policy which is on</p>

to deal with both complaints and positive suggestions from the parents of children / young people with a disability.				the school website. The school completes regular parent questionnaires which the feedback is shared to the parents on a weekly newsletter. This shows the actions undertaken to address the issues. All staff are also on the playground at the start of the day to ensure they are visible and easily accessible. Members of SLT are out too.
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Access Planning Template for Period 2024/25– 2027/28

Lead member of staff: Philippa Martin Date: 14.1.2025

Date of Review: 20.2.25

Name of Reviewer: Philippa Martin

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

Our Lady of Mount Carmel Catholic Primary School will monitor the implementation of the plan and keep under review the access needs of the school.

	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
Short Term	Take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	Training undertaken on classroom environment and resources. Resources are purchased. Resources are planned for and used within lessons.	SENCO / SLT	School year 2024-2025	Cost of resources and training	Each class has resources which support children with additional needs. These are able to be accessed when needed and are used by the staff and pupils effectively. Staff have undergone training to understand different ways of

						supporting children and the resources needed. This is actioned in the classroom.
	ICT facilities are used to produce written information in different formats as appropriate.	<p>Training undertaken on ICT to support children with additional needs.</p> <p>ICT is available in the classroom to produce quality information that is accessible to children with access needs.</p>	SENCO / SLT	School Year 2024-2025	Cost of training and resources Cost for production of resources	Each class is providing resources which are suitable for the access needs of all children. Staff are using technology which allows different ways of presenting information. Staff are informed of the different ways pupils can be supported through ICT.
	To create effective classrooms to develop skills in listening, attention and communication.	<p>Each class should create their own Visual Timetable which becomes part of the daily routine.</p> <p>A number of identified pupils should have 'Now and Next' personal timetables.</p> <p>Training delivered on how to support pupils to become good listeners and how to communicate their ideas. Think, pair, share - Ideas have also been shared as to how to follow instructions, breaking tasks down to help with the completion of tasks.</p>	SENCO/ Class Teacher	School Year 2024-2025	Cost for printing and resources	Each class should have its own Visual Timetable. A number of identified pupils have Now and Next personal timetables. A consistent approach throughout the school has been adopted so that as each cohort moves up each academic year, this will be a familiar system. Each class should have strategies to support the development of listening and communication.
	To have lower stimulus environments for children with additional needs.	Each class should reduce sensory overload with hessian backed boards. Dyslexia friendly classroom checklist to be completed. Clear use of widgeit symbols.	SENCO SLT	End of Summer 2025		Children are comfortable in an environment which supports children who may have sensory overload. Children are able to access the curriculum more successfully.
Medium Term	To have IT equipment which can support young people with a	As IT equipment is renewed, machines and software are chosen to support	SLT and Business Manager	In next 3 years	Purchasing as required.	Pupils with an impairment or disability can access all class information and

	range of needs, responding at this time to the needs of those currently on roll.	a range of needs. Information produced in alternative formats, brail, audio etc.				documentation alongside their peers using the best format to meet their needs. Pupils can record their answers using other means than handwritten
	Widen the availability of physical activity within the curriculum.	To enhance outdoor play spaces to ensure access for all. Enhance the resourcing of physical development in EYFS. Embed our Active Learning strategy within school. Training for Play leaders Resources for sporting activities	SENCO PE Lead SLT	In next 3 years	Purchasing and training as required.	Children who are more active, healthy and ready to learn
	Positive images of people with different abilities are apparent in the classrooms and the school generally.	Curriculum is planned to include positive images of people with disabilities. The curriculum has been mapped for these opportunities.	SLT	18-24 months	New curriculum Mapping – purchase of resources	Children are being exposed to a curriculum which provides opportunities to see disabilities in a positive way.
Long Term	To provide disabled parking facilities on site.	Research the number of disabled bays required for the size of the school Create disabled parking bay.	Site Manager Business Manager	3 Years	Cost of marking out parking bays	School is more accessible to disabled pupils and visitors.
	To audit the provision of the site and look how to offer an education to learners who cannot access a split level site.	Look at making the upstairs classroom accessible to pupils with a physical disability. Consider accessibility options with experts.	CMAT Premises Manager Business Manager SLT	5 years	Cost of building adaptations.	School is accessible to pupils with a physical disability to all areas of the school.
	Software and Hardware renewal	Software renewal for vocalising braille, touch screen, assistive technology	Business Manager CMAT Finance Lead SLT	3 years	Cost of new hardware and software	Pupils with an impairment or disability can access all class information and documentation alongside their peers using the best format to meet their needs.

Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: _____ Date: _____

Period of Plan being checked; _____

Does the plan cover;	Yes/ No	Comments
Access to the Curriculum?		
Access to the Physical Environment?		
Auxiliary aids and services?		
Teaching and learning practices?		
Staff training?		
Culture and ethos?		
Provision of written information?		
2. Are there targets that are;		
Short term?		
Medium term?		
Long term?		
3. Are there clear strategies to ensure targets fulfilled?		
4. Are there clear outcomes linked to the targets?		
5. Is there a realistic time frame?		
6. Are there indications as the resourcing of the plan?		

Recommendations

Insert any recommendations made as a result of the checking exercise.