



## Accessibility Plan 2022-2024



Our Lady of Fatima Catholic Multi Academy Trust is a charitable company limited by guarantee registered in England and Wales under company registration number: 07696069 and registered address: St. Alban's Catholic Academy, First Avenue, Harlow, Essex, CM20 2NP.

# **Our Lady of Fatima Multi-Academy Trust**

## **Accessibility Plan 2022-2024**

The Trust Strategic Board is accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan.

The Trust is committed to providing an accessible environment with values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The Trust is committed to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

### **Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

### **Definition of Disability**

A person has a disability if he/she has a physical or mental impairment that has a sustained and long-term adverse effect on his/ her ability to carry out normal day to day activities.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment and physical aids to access education
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able bodied pupils. This includes Teaching and Learning and the wider curriculum of the Trust, such as participation in after school club, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Outcome: to improve the physical access to the school				
Target	Strategies	Time scale	Responsibility	Success Criteria
The Trust is aware of the access needs of disabled pupils, staff, governor, parents/ carers and visitors	To create access plans for individual disabled pupils as part of the one planning process	As required	Inclusion Lead	One plans in place for disabled pupils and all staff aware of the pupils needs
Ensure that the Trust staff and governors are aware of access issues	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Head of school HR manager	All staff and governors feel that their needs are met
	Annual reminders to parents, carers through the newsletter to let the school know if they have problems with access to areas of the school	Annually	Head of school	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Executive Head HR manager	Access issues do not influence recruitment and retention issues
	Circulate information to relevant staff on Access to Work Scheme	Annually	HR manager	Access to information in Staff handbook and on staff notice board
Layout of each school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/ carers or visitors when considering any redesign	As required	Executive Head Head of School Site manager	Re-designed buildings are usable by all
	Ensure the pedestrian path into the school is accessible to a wheelchair user	As required	Site Manager	Wheelchair users have access to the playground with ease

Improve signage and external access for visually impaired people	Check condition of back and yellow tape on step edges	Weekly checks	Site manager	Visually impaired people feel safe in the school grounds
	When repainting the school building ensure there is a contrast between the walls and doors	As required	Site manager	Visually impaired people can move with ease around the school
Ensure all disabled people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all pupils with difficulties	As required	Inclusion Lead	All disabled pupils and staff working with them feel safe in the event of a fire
All fire escape routes are suitable for all	Ensure all staff are aware of their responsibilities in an emergency	Each September		
	Make sure all areas of the school have wheelchair access and are clear	On-going as required	Site manager	All disabled staff pupils, parents and visitors have safe escape route
To develop the sensory room as a safe and calm space for the pupils	Decorate the rooms with lights/ soft cushions and sensory toys	Autumn 2022	Site Manager Inclusion Lead	The room is suitable for pupils to use

**Outcome: All pupils have access to the curriculum**

Target	Strategies	Time scale	Responsibility	Success Criteria
Increase confidence in all staff in differentiating the curriculum	Identify training needs at regular meetings	Annual refresher	Inclusion Lead	Raised staff confidence in strategies for differentiation and increased pupil

				participation through personalised curriculums
Ensure classroom support staff have specific training on disability issues	Identify training needs at regular meetings  Staff access appropriate CPD training	Annual refresher	Inclusion Lead	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure all staff area aware of disabled pupils' curriculum access	Set up a system of individual access plans  Information with all agencies involved with the child	As required	Inclusion Lead	All staff aware of individual needs
Use ICT software to support learning	Make sure appropriate software is used	As required	Inclusion Lead	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure venues are vetted for appropriateness	As required	EVC/ class teachers	All pupils to be able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure it is accessible to all	Review PE curriculum to include disabled sports	Annual refresher	PE Lead	All pupils have access to PE and can excel
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in curriculum reviews	Annual refresher	Subject Leads	Gradual introduction of disability issues into all curriculum areas
Ensure disabled pupils can take part equally in after school activities	Talk to external providers	As required	Inclusion Lead	Disabled pupils are able to take part in after school activities

**Improving the delivery of written information to disabled pupils**

Target	Strategies	Timescale	Responsibility	Success Criteria
<p>Review information to parents/ carers to ensure it is accessible</p>	<p>Provide information and letters in clear print and simple English                      Translate letters in parents first language if required / provide information in Braille if needed</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all documents accessible via the website can be accessed by the visually impaired                      Add Translation Tool to website to allow multi-language access</p>	<p>On-going</p>	<p>Office</p>	<p>All parents receive information in a form they can access</p> <p>All parents understand what are the headlines of the school information</p>
<p>Provide information in other languages, or for parents with hearing impairments</p>	<p>Access to translator sign language interpreters to be considered and offered if possible</p>	<p>As required</p>	<p>Head of school</p>	<p>Parents will feel included</p>