

St Oswald's RC Primary School

School Accessibility Plan

Sept 2023-July 2026

The Purpose of this Plan

St Oswald's RC Primary School is an inclusive school.

Mission Statement

St Oswald's is proud to be a Roman Catholic school where every person is helped to do their best to succeed in a place of love, peace and safety, following the teachings of Jesus. In our school family, we are enthusiastic learners and teachers.

Nihil Satis Nisi Optimum

Aims

In our school family we will:

- Thank God for our talents and celebrate achievements earned through working hard and aiming high.
- Follow the example of Jesus by loving, respecting and accepting one another
- Give children as well as adults the chance to have a voice in the future plans of our school.
- Say sorry truthfully and bravely, and be ready to forgive others as Jesus taught us.
- Show kindness by trying to think of the needs of others before our own.
- Be warm and welcoming towards others in our school, our parish and our community.
- Find love and goodness here and when we leave take lasting friendships and happy memories with us.

It is the policy of this school to endeavour to remove barriers to learning and to facilitate the full participation of all our stakeholders; pupils, parents and carers, teaching and support staff, governors and outside agencies

The school's admission procedure includes the collection of medical and other information which informs our planning and provision. If and when a parent informs us of a particular need or disability, we do everything in our power to ensure that their needs are met. This may necessitate the use of core and/or SEN funds to provide additional support or resources. In future, if any parents or pupils do have a disability or need this Plan will be updated with their needs and suggestions before the 3 year expiry date for renewal.

The Main Priorities in the Plan

The school's Disability Equality Scheme and action plan identifies the main elements which have to be met:

- Promote awareness of disabilities to children and adults
- Eliminate any discrimination or difficulties of disabled people that is related to their disability
- Have a greater understanding of how children feel in regards to any disabilities or difficulties they may have
- Ensure all children and adults within school feel they can undertake any extra activities or training they wish too without being held back.

Target	Action Needed	Responsible Person (s)	Time-scale	Available Resources	Measurable Impact	Arrangements for Monitoring and Evaluation
More awareness of particular conditions and strategies to use by TAs	Training for teaching assistant staff on increasing access to the curriculum and quality first teaching for all pupils	Sarah Lakeland	2023-24 academic year	Recent training documents from D11	Observations of training seen in 1-1 IPP sessions and in classrooms.	Observations carried out of Send PUPILS.
Gain an understanding of how children	Interviews and questionnaires with children	Sarah Lakeland	2024	Questionnaires Interview write ups	Ensure children feel they are fully aware of SEN and	Lessons and training planned in on areas that come up.

feel in regards to other children with SEN					what this means for how other children think and feel. Training with children do they are more aware of the issues.	
Ensure children come across children with different disabilities in school	Make links with local or other special schools-enquire about projects/opportunities to work together	Sarah Lakeland	2024	Local special school in the area- Links already got with Hillside Special School from member of staff working in school	Discussions with children about their knowledge/feelings about children with disabilities	Evaluations on-going of how link is going and what it is achieving
Improvements to help the hearing impaired	Specialist teacher service involved	Sarah Lakeland/Class teachers	2023-24 academic year	LCC Hearing impaired service	Targets given in class making a difference to children's academic involvement and achievement	Observation of children.

Monitor impact of new policy on St Oswald's school.	Monitor, evaluate and review new policy after 1 year and every 3 years hereafter.	Cath Kippax/Sarah Lakeland	2026	Single Equalities Policy	Have actions been met from the written policy.	Update policy and set date for review
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Funding issues

1. Where a pupil has a Statement of Special Educational Needs or SEN funding, which states that additional support and/or resources such physical access equipment or specific training, we expect that this will be provided by central funds. It is the Governing Body's responsibility to ensure that such equipment is available for pupils, staff and parents. This responsibility may be delegated to the Headteacher / SENCO.
2. Any improvements to the physical environment, whether internal or external, will be included in the school's School Improvement Plan. They will be budgeted for accordingly.

Transport and Travel to/from school

School currently does have a travel plan and will continue to encourage walking to school rather than vehicle use. Pedestrian road safety training carried out with all children in KS1 each year to encourage walking to school.

Monitoring and Evaluation

This plan will be monitored and evaluated by the Head teacher and SENCo yearly and amended where necessary. A new plan will be written after 3 years.