



Approval Date	Next Review Date
03/12/25	September 2026

Listen, Love, Learn

At Our Lady's –

We are inspired, strengthened and encouraged by our Catholic faith.

We place Jesus at the centre of everything we do and say, **listening** to Him with our hearts.

We spread **love** everywhere we go, valuing and caring for each other.

We strive to be the best **learners** we can, using and celebrating our God given gifts.

"For he who is mighty has done great things for me, and Holy is his name" Luke 1: 49



"It is not enough to love the young; they must know that they are loved."

Don Bosco

PRINCIPLES

This Accessibility Policy is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

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

This Policy operates alongside the school's SEN policy and is consistent with it in terms of principles and approaches to resourcing.

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability. Our Lady Queen of Heaven School's Governing Body supports the principles and aims of the LA's Access Strategy for Schools and will work jointly with the LA to implement agreed objectives to meet the county's targets for improving access to schools.

This Policy underpins the schools SEND Information Report by committing the school to a programme of actions, evaluation and review which will improve access to the curriculum for students with special needs and disabilities.

This SEND Policy has been approved and adopted by Our Lady Queen of Heaven School.

The school will actively seek to improve access to services in the ways set out below and take into account improvements made, future resource availability and changing needs in the target areas;

- Ensure the curriculum is adapted to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students. Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities. More information can be found in the SEND Information Report and Disability Equality Policy.
- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
- Manage the sensory, emotional and physical needs of all children by ensuring the classrooms are well organised, quiet and orderly and there is opportunity for quiet spaces e.g book corners.
- To establish a culture of mutual trust and respect between all members of the OLQOH community.
- To build a community that respects the celebration of achievement at all levels.

Contextual Information

Our Lady Queen of Heaven school has been in its current location since 1952. The school building is single storey apart from in the school staff room.

There is one disabled toilet. Main entrances and exits are wheelchair accessible.

Planned evacuation routes are in place for pupils and staff who require assistance e.g wheelchair. Plans detail specific needs and adaptations as well as a Personal Emergency Evacuation Plans where appropriate.

Current Range of known disabilities

The school has children with moderate and specific learning disabilities including physically disabled and neuro diverse pupils.

When children enter school with specific disabilities, the school contacts the relevant local agencies and professionals for assessments, support and guidance for the school and parents.

We have many children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff within classroom folders and medical rooms. Information is shared at the beginning of the school year or when changes occur.

We have a wide range of competent First Aiders working across the school who hold current First Aid certificates. All staff have yearly anaphylaxis training.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. All children requiring regular medication in school time have an Individual Health Care plan - conditions (eg antibiotics) 'Administration of Medicines' consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is the ethos of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating and adapting the curriculum	Be aware of staff training needs on curriculum access including adaptations for all pupils including neurodiversity e.g Autism, social communication difficulties	On-going and as required	Inclusion Manager/subject leads/ curriculum lead	Raised staff confidence in strategies for differentiation, adaption and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	Inclusion Manager	Raised confidence
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with child	As required	Inclusion Manager	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed		ICT subject lead ICT contractor?	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Teaching staff Office staff Head teacher	All pupils in school able to access all educational visits and take part in a range of activities

Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	On going	PE subject lead	All to have access to PE and be able to excel
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	ongoing	Assistant Head teachers EYFS and Key stage leaders	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.

Improving access to the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Staff are trained on understanding the sensory demands on our neurodiverse pupils and adaptations are made to the environment (e.g. reduction of displays in corridors and around boards in class, screens and quiet work places) . The school’s development planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IHCP process when required. Be aware of staff, governors and parents access needs and meet as appropriate through questions and discussions.	As required Induction and on-going if required Annually Recruitment process		IHCPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met
	Find out the access needs of parents/carers through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard			Parents have full access to all school activities Access issues do not influence recruitment and retention issues

Improving the delivery of written information to all those with additional needs

This will include planning to make written information that is normally provided by the school to its pupils available to all those with additional needs including physical impairment or neurodiversity. Examples might include hand outs, textbooks and information about school events.

The information should take account of pupils’ needs and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to be inclusive, we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is	Provide information and letters in clear print in “simple” English School office will support and help	During induction On-going Current	School Office Staff	All parents receive information in a form that they can access

accessible.	parents to access information and complete school forms.			
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with visual impairment. Chunking of information to reduce processing demands.	ongoing	School Office Staff	Good communication with pupils and families
Ensure all staff are aware of guidance on accessible formats	Guidance on dyslexia and accessible information	ongoing	SENCO	Staff produce their own information e.g scaffolds for writing, coloured backgrounds to slides
Annual review information to be as accessible as possible	Develop child friendly ISP review Formats e.g use of photo elicitation	ongoing	SENCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	On-going		Confidence of parents to access their child's education
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	On-going	Office/ Headteacher/ ICT contractor	All can access information about the school.