



Approval Date	Next Review Date
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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

1 Aims and expectations

1.1 At Our Lady Queen of Heaven, we

- ensure that disabled pupils are offered curriculum access at a level appropriate to the individual's needs
- focus on removing barriers in every area of the life of the school
- are committed to equal opportunities for all.

1.2 We recognise that we have three key duties towards disabled pupils: The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

1.3 This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.4 Priorities for the development of the vision and values that inform the plan are shown in the School Development Plan.

2 Information from pupil data and school audit

- 2.1 Teaching staff are informed about what the DDA requires of them and receive support from the SENCO and County as required.
- 2.2 Pupils with disabilities have similar patterns of attendance and exclusion to their peers.
- 2.3 Any pupils with disabilities have full access to the curriculum, both on and off site, with an appropriate level of support.
- 2.4 Pupils with severe mobility difficulties i.e. wheelchair users, would have access to the playground via the main entrance ramp next to the e-learning suite at the front of the school. There are no pupils in this category currently on roll.
- 2.5 School organisation impacts on disabled pupils in the following way:
 - For school's policies, practices and procedures relating to anti-bullying, school trips, the way risk assessments are carried out, learning and teaching, time-tabling and the administration of medicines, disabled pupils are treated in the same way as their peers.
 - The physical environment of the school does not restrict access to people with mobility difficulties – there are no pupils currently in this category.
 - The curriculum is personalised to meet the needs of individual pupils.
 - The School Development Plan shows priorities for improvement.

3 Views of those consulted during the development of the plan

The Disability Discrimination Act working party comprised, staff, governors and pupils. Following a whole school audit the following priorities were agreed:

To be confirmed

4 The main priorities in the school's plan

4.1 Increasing the extent to which disabled pupils can participate in the school curriculum

Planned curriculum development work is time intensive, so, to be sustainable, will:

- focus on chosen areas of the curriculum over time;
- be planned over the life of the school's accessibility plan;
- be coordinated with the priorities in the school development plan;
- be led by those with curriculum expertise within the school;
- be carried out in conjunction with partner schools wherever possible, ideally through cluster or network arrangements facilitated by the local authority;
- draw on the expertise of external partners, for example: speech and language specialists, educational psychologists;
- use ICT.

Key elements in our successful planned approach are:

- a focus on medium term planning, at the level of schemes of work;
- a clear assessment of the current National Curriculum levels of the full range of pupils, particularly in relation to speaking and listening levels;
- high expectations;
- appropriate deployment of learning support;
- pupil grouping and use of peer support.

Working in this way will raise challenges for existing policies and generate issues for wider school review, for example:

- use of SENCO time;
- the responsibilities of subject leaders;
- the way that learning support assistants are deployed;
- time-tabling;
- how the school plans to develop awareness of disability through the curriculum;
- how successful developments in one area of school life are shared across the whole school;
- access to specialist advice and support.

Disabled pupils need access to the 'formal' 'taught' curriculum of the school, but also to activities during break times and beyond the school day, for example:

- recreation;
- movement around the school;
- special events: sports days, visiting theatre groups or story-tellers;
- extra-curricular activities: breakfast clubs, after-school clubs;
- school trips.

The school has set the following overall priorities for increasing curriculum access:

- increasing the extent to which disabled pupils can participate in the school curriculum by continuing to differentiate planning and provide adult support as appropriate;
- improving the environment of the school to increase the extent to which disabled pupils can become independent learners

Further detail is available in the School Development Plan.

4.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Changes to the physical environment will be made as required and might include:

- improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings;
- improvements to toilets, washing and changing facilities;
- changes to the layout of the playground and other common areas;
- the provision of ramps and improvements to doorways;
- the provision of particular furniture and equipment to improve access.

The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

Changes to the physical environment have been made as required and include:

- additional ramps to the main front exit and reception area
- removed steps to the rear of the school and installed a tarmac ramp to the school field area
- height adjustable interactive whiteboards have been installed in all classrooms and the e-learning suite
- wheelchair friendly drinking fountains in and around the school
- additional disabled toilets – pupil, staff and visitor toilets

Funding for improvements to the physical environment of the school may come from a variety of different sources:

- School Access Initiative funding may be needed for major capital works. This has to be coordinated with the local authority's priorities;
- devolved formula capital funding can meet the costs of some of the priorities;
- delegated funding can be used to meet the costs of particular equipment that may need to be provided for disabled pupils;
- where alterations need to be made to improve access for a disabled teacher, funding may be available through the 'Access to work' programme.

There are some principles that can help to keep down the costs of separate work to improve access:

- ❑ access considerations can often be piggy-backed onto other work to be done, for example: there is a small marginal cost for installing visual alarms when the school is being re-wired, there is an even smaller cost in improving colour contrast when the school is being re-decorated;
- ❑ purchasing policies can take account of access requirements, for example: the purchase of an adjustable height science bench when benches are purchased, or a number of calculators with large keys when calculators are being purchased;
- ❑ seeking advice can be a good investment but advice needs to be broadly based and take account of different groups of pupils;
- ❑ creative ideas may come at low cost or no cost.

The school has set the following priorities for physical improvements to increase access:

- ❑ improving the environment of the school to increase the extent to which disabled pupils can become independent learners

Further detail is available in the School Development Plan.

4.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Information for disabled pupils - provided in writing for pupils who are not disabled - might include:

- ❑ handouts, timetables, worksheets, notices, information about school events.

Improving the delivery of information might include making information available:

- ❑ in Braille, in large print, in simplified language, on audio-tape, on video-tape, through sign language, using a symbol system.

Identifying the appropriate format must take account of:

- ❑ pupils' impairments: access to information may be improved for particular groups of pupils by particular approaches, for example: pupils with learning difficulties may be able to access information more easily where it is provided in simplified language; pupils with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems;
- ❑ preferences expressed by pupils or their parents.

It reduces repeated efforts at a later stage if a consideration of different formats is built into the design of information produced for pupils.

The school has set the following priorities for providing information for disabled pupils:

- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled e.g. providing enlarged texts for partially sighted pupils.

Further detail is available in the School Development Plan.

5 Making it happen

5.1 Management, coordination and implementation

The school's school development plan shows:

- ❑ how the governing body takes responsibility for the school accessibility plan and sets a clear direction for it;
- ❑ how and when the plan will be reviewed and revised, including how anyone might contribute to that process;
- ❑ a mechanism for the evaluation of the plan;
- ❑ the variety of evidence that will be used in the evaluation of the plan.

Other legislation will be taken into account:

- ❑ SEN legislation (most disabled pupils will also have SEN and the effectiveness of the school's provision to meet SEN will therefore have an impact on the progress of disabled pupils);
- ❑ other parts of the DDA (duties towards the general public, in Part 3, and to staff in Part 2).

The following policies and plans contain relevant accessibility information and should be read in conjunction with this plan:

- ❑ school development plan;
- ❑ SEN policy;
- ❑ asset management plan;
- ❑ health and safety policies (contingency policy to be created).

Our Lady Queen of Heaven School's accessibility plan is coordinated with other services and agencies, for example:

- ❑ with the local authority's accessibility strategy;
- ❑ social services;
- ❑ health agencies, particularly in respect of meeting the health needs of disabled pupils in school.

The priorities for the management, coordination and implementation of the accessibility plan are shown in the school development plan

6 Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

- ❑ the plan is available on the school website; <http://www.olqoh.com/send/>
- ❑ parents and members of the public can request a paper copy of the plan from the school office
- ❑ given time, the plan could be available in different formats and in different languages;
- ❑ ensuring the plan is readable.