



SCHOOL ACCESSIBILITY:
POLICY AND PLAN JULY 2019 – JULY 2022

Lead Member of Staff: Mrs J Fitzgerald (SENCO) & Mrs J Devonshire (DHT)

INTRODUCTION

The purpose of this plan is to show how we intend, over time, to increase the accessibility of our school for disabled pupils and all members of the school community. St Catherine's is committed to providing an environment that enables full access to the curriculum in partnership with staff, parents and visitors regardless of their education, physical, sensory, spiritual, social, sexual orientation, emotional and cultural needs.

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that **“schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”**.

The Equality Act 2010 defines a disability as:

“A person has a disability 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 carry out normal day to day activities.”

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the following three areas:

- increasing the extent to which disabled pupils can participate in the schools' curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils and family members with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the school;
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

OUR VISION AND VALUES

‘Aim High; in Life, in Learning, with God – Together’

St Catherine's is fully committed to providing a stimulating environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. In the spirit of the Equality Act 2010, we are committed to taking positive action with regard to disability and developing a culture of inclusion, awareness and support within our school. All members of the school community are encouraged and expected to respect one another.

The school recognises and values parents' knowledge of a child's disability and its effect on their ability to carry out everyday activities and rights to confidentiality are respected.

CURRENT GOOD PRACTICE

The school is spread over two main buildings with disabled access to both buildings via ramps. A disabled toilet is available in lower school building entrance area and in the new junior classroom block. The infant's classes have access to 2 toilets in each classroom that are gender neutral. There are two disabled toilets in the canteen that were added when the changes were made to the canteen which now enables wheelchair access via a level pathway. The entrance area has been remodelled; the doorway has been widened to accommodate wheelchair users and there is a lowered reception hatch for all users communicating with the office.

A plan of the school building illustrating areas of responsibility is included in the appendix of this plan.

Through staff INSET all staff are kept up to date with current practice and legislation such as the SEND Code of Practice 2015 and Keeping Children Safe in Education 2019.

Reasonable adjustments are made as necessary to accommodate needs where practicable, and a full assessment of the school's accessibility arrangements would be necessary as and when new pupils or families with particular disabilities join the school.

We have an open door policy and regularly meet with families to discuss concerns and agree a student support plan when appropriate.

THE PLAN

This accessibility plan should be read in conjunction with the following school policies and documents that take into account statutory guidance such as ***Keeping Children Safe in Education***.

- Teaching, Learning and Assessment Policy
- Behaviour Policy
- Health and Safety Policy
- Safeguarding Policy
- School Improvement Plan
- Equality Plan

It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will carry forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the developments of a new accessibility plan for the ongoing period.

The plan will be published on the school website and it will be monitored through the Governor Resources Committee. The plan may be monitored by OFSTED during the inspection process in relation to Schedule 10 of the Equality Act 2010.

The following pages contain our planned actions around the three broad aims.

Aims	Targets – short, medium and long term objectives	Actions to be taken	Timescale	Persons Responsible	Success Criteria
IMPROVING ACCESS TO THE CURRICULUM	Ensure staff have specific training on disability and health issues, specifically Autism and Speech and Language (SALT)	<p>Provide staff training at the beginning of the school year in light of current needs of pupils on roll.</p> <p>Audit of CPD needed –annually.</p> <p>Train an additional learning support assistants at the higher level for supporting pupils with Speech and Language needs.</p> <p>Train staff in using simple Makaton signs to support all pupils. Introduce sign of the week at staff meetings.</p>	Ongoing to reflect changes in new intakes.	<p>SENCO / Head teacher</p> <p>SENCO/ Business Manager</p> <p>SENCO/Sst</p>	<p>Knowledge of staff and raised self confidence in dealing with health or disability issues.</p> <p>Skills and good practice is shared across the whole school and improves outcomes.</p> <p>More staff are using simple Makaton signs to support all learners.</p>
	Review PE curriculum to ensure PE is accessible to all pupils. Ensure staff have training from PE subject leader.	<p>Review PE curriculum to ensure accessibility to all sporting activities.</p> <p>PE subject leader to organise training for class teachers, including supporting pupils with hypermobility.</p> <p>Sports Day plans take into account individual needs and reasonable adjustments/support plans are made as appropriate and shared with families.</p>	<p>Ongoing</p> <p>Annually, Summer 2020</p> <p>Annually, Summer 2020</p>	<p>PE subject leader</p> <p>PE subject leader/SENCO</p> <p>SENCO/PE Lead/Class Teachers</p>	<p>All pupils have access to PE</p> <p>All class teachers have received training and are confident to teach PE</p> <p>All pupils participate in Sports Day.</p>
	To ensure that all curriculum opportunities are available to all pupils both on and off site.	<p>Risk assessments to be carried out and reviewed when planning trips, visits and other class-based activities such as cooking or D&T. Risk assessments are personalised to take into account the needs of the class.</p> <p>Individual risk assessments and risk reduction plans are in place as necessary.</p>	<p>Ongoing</p> <p>Ongoing</p>	Class teachers SLT to check	All new opportunities are accessible to all

	All pupils are supported to develop their language skills.	Provide staff training in: <ul style="list-style-type: none"> • Communication in print software • Social Stories • Makaton 	Summer 2019 Then annually	SENCO	
	Ensure all pupils can access lessons when technology is in use (such as whiteboards).	Install glare reducing software or screens on classroom computers/whiteboards. Prepare slides/presentations without a white background. Phase in the purchase of coloured keyboard to replace existing. Purchase a set of bigger keyboards as necessary. Provide individual laptops/tablet as necessary.	A	Technician Class teachers DHT/technician/ Business manager	Non white backgrounds evident in classrooms

Aims	Targets – short, medium and long term objectives	Actions to be taken	Timescale	Persons Responsible	Success Criteria
IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT	Ensure families/visitors with a disability are able to access exhibitions, performances & meetings etc.	<ol style="list-style-type: none"> 1. Ensure location of exhibition can be accessed by all visitors. 2. Discuss individual access arrangements with families as necessary. 	Ongoing	Class teachers Site manager	Families can access events on anywhere in school, including; field, outdoor classroom.
	Ensure all pupils have access to toilet facilities and changing facilities.	<ol style="list-style-type: none"> 1. Purchase ramp to link Junior building to disabled toilet. 2. Develop the toilet facilities in the Junior building to include non-gender specific blocks. 3. Ensure access to individual changing area is available during swimming/PE sessions (explore the possibility of incorporating individual cubicles within changing rooms. 	September 2021. Long term.	Head teacher Business manager Site Manager	All pupils can access pupil toilet facilities.
	Improve signage for visually impaired pupils	<ol style="list-style-type: none"> 1. Place new signs on the 3 external gates to the school, all doors and cupboards, swimming pool and changing rooms. 2. Create directional signs for Reception/Office/ Heads Office and nearest visitor toilets in Reception and both halls 	Summer 2020	Head Teacher Site Manager	Entrances and internal doors are clearly marked.
	Ensure all disabled pupils have easy access to the building	<ol style="list-style-type: none"> 1. Resurface footpaths on approach to ensure level access. 2. Resurface playground. 	January 2021 September 2022	Site Manager to oversee works	All children and visitors have safe access to the school grounds.

	Improve external access for visually impaired pupils	Re-paint glare strips on all steps Provide site orientation training from a qualified Rehabilitation Officer when necessary	Summer term 2020	Head Teacher Site Manager SENCO	All steps are clearly visible. All VI pupils confident navigating site
	Ensure that all disabled pupils are safe and secure in and around the school pond.	Erect robust fencing and warning sign around the pond.	By April 2020	Site Manager to oversee works.	All pupils are safe and secure within school grounds.
	Ensure all pupils can access the outside environment within EYFS.	Explore the construction of a dipped curb/paving access to the outdoor mud kitchen. Improve signage to indicate areas of learning and access.	By September 2020	EYFS Lead Site Manager	All pupils can access all areas of the learning environment and curriculum.

Aims	Targets – short, medium and long term objectives	Actions to be taken	Timescale	Persons Responsible	Success Criteria
IMPROVING ACCESS TO INFORMATION	To further develop the SEND page on the school website	SENCO to liaise with IT Web Master to create links to agencies, groups who support pupils and families in the local area.	By September 2020	SENCO IT Web Master	Parents of children with SEND are better informed. Network of support is utilised.
	Inclusive discussion of access to information in all annual reviews.	To use person centred approaches to collect and review information.	Ongoing	SENCO Class Teachers	Staff and parents are more aware of the child's preferred learning style. All voices are heard.
	All families are kept up to date with school developments.	Families are invited to Parent Forums where written material/policies are shared and discussed. Explore/purchase translation software so that newsletters and letters can be sent home in home language. Family workshops are held with a focus on the school curriculum and family support foci such as English as an additional language & healthy lifestyles.	Ongoing Sept 2020 Ongoing	SLT Business Manager IT Web Master	Parents are better informed of school events and policy. Families access meaningful information.

