



SCHOOL ACCESSIBILITY:
POLICY AND PLAN JULY 2022 – JULY 2025

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INTRODUCTION

The purpose of this plan is to show how we intend, over time, to increase the accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

St Catherine's is committed to providing an environment that enables full access to the curriculum in partnership with staff, families 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 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/her ability to carry out normal day to day activities.”

Our Key Aims:

To increase and eventually ensure pupils with a disability have:

- Total access to our setting's environment, curriculum, information and
- Full participation in the school community

OUR VISION AND VALUES

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 in which all pupils can flourish. All members of the school community are expected to model respect to 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.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act;

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties Governors have regard to the Equality Act 2010
- Our setting:
 - Recognises and values the young person's knowledge/family's knowledge of their child's disability
 - Recognise the effect their disability has on his/her ability to carry out activities,
 - Respects the parents' and child's right to confidentiality
- St Catherine's provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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 Development Plan
- Equality Plan

CURRENT GOOD PRACTICE

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs.

St Catherine's offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum, including coloured filters and stationery. Curriculum progress is tracked for all pupils, including those with a disability and discussed at pupil progress meetings with the SLT in order to ensure appropriate support is in place, including targeted interventions. Targets are set for all SEN pupils and those with a disability, and reviewed termly with the teacher, family, child and inclusion team.

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.

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

The school is spread over two main buildings with disabled access to the junior buildings via a ramp. A disabled toilet is available in lower school building entrance area and in the new junior classroom block. The infant 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 new music room has been constructed with space for a disabled toilet and a ramp from the main gate is being installed this year to ensure all users have access.

The environment is adapted to the needs of pupils as required; currently this includes ramps, adequate corridor width, neutral colour scheme throughout communal areas, quiet spaces, a sensory room with a 'self-regulation' corridor, colour overlays and a nurture room.

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

St Catherine's uses a range of communication methods to ensure information is accessible. This includes: internal/external signage; social media; display boards; telephone messages; Makaton; PECS cards, pictorial or symbolic representations, visual aids; ELKLAN approach and availability of technology to support pupils.

The weekly newsletter is currently translated into 5 languages and a selection of dual language books/dictionaries are available to borrow from the library as well as access to dual language fiction online.

IMPROVING ACCESS TO THE CURRICULUM

Accessibility outcome	Action to ensure Outcome	When	Who responsible	Notes
To liaise with pre-school providers to prepare for new intake of pupils in to EYFS.	Identify pupils who may need adapted or amended provision An initial baseline language assessment is completed. SLT meet to discuss cohort on entry and future implications	May - July	EYFS Lead Inclusion Lead SLT /SBM	
To liaise with educational establishments to prepare for the intake of new pupils who transfer within the year	Identify pupils who may need adapted or amended provision. Pupil Progress pupil information is reviewed termly and shared with receiving teachers. Provide welcome leaflet for new starters – written by and for children	On-going	SLT Teachers Inclusion Lead	
To liaise with secondary schools to prepare for a smooth transition of pupils with disabilities	Identify pupils who may need adapted or amended provision.	May – July	Y6 Teachers Inclusion Lead	
To establish and maintain close relationships with families	To promote partnership working and information sharing. Provide' Supporting your child with _____ at home' workshops for families	Termly	Subject Leads SLT Inclusion Lead	
Ensure staff have specific training on disability and health issues, specifically Autism and Speech and Language (SALT)	Audit of CPD needed –annually. Provide staff training to address current needs of pupils on roll Participation in Autism in Schools project	On-going	SENCO / Head teacher SENCO/ Business Manager Asst SENCO	

<p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision</p>	<p>Complete personalised risk assessments and access plans for individual children when needed.</p> <p>Liaise with external agencies, identify training needs and implementing training when needed.</p> <p>Ensure that actions including emergency evacuation procedure are clear and that staff are capable of carrying them out.</p> <p>Risk assessments to be carried out and reviewed when planning trips, visits and other class-based activities such as cooking or D&T.</p> <p>Individual risk assessments and risk reduction plans are in place as necessary.</p>	<p>On-going</p>	<p>Class teachers SLT to check Inclusion Lead</p>	
<p>To establish and maintain close liaison with outside agencies for pupils with additional needs</p>	<p>To promote partnership working and information sharing to meet children's needs.</p>	<p>On-going</p>	<p>Inclusion Lead Asst. SENCO SLT</p>	
<p>To ensure pupils have the appropriate learning resources</p>	<p>Stock coloured paper/alternative exercise books for identified individuals</p> <p>Teacher ensure that where possible resources are prepared on appropriate colour other than white.</p> <p>Provide staff CPD on how to use whiteboard software to provide electronic overlay, transparencies.</p> <p>Reasonable adjustments include personalised resources such as tilted desk platforms, pencil grips, PE equipment as appropriate.</p>	<p>On-going</p>	<p>Inclusion Lead Teachers Asst. SENCO</p>	
<p>All pupils are supported to develop their language skills.</p>	<p>Staff reinforce spoken language with:</p> <ul style="list-style-type: none"> • (PECS) Communication in print software • Social Stories • Makaton • Visual aids 	<p>On-going</p>	<p>Inclusion Lead Asst. SENCO SLT Class teachers</p>	

	<p>Staff know how to use Visual Audio and Kinaesthetic (VAK) to support learners and the cognitive load theory.</p> <p>Dual Language books/resources are provided.</p>			
<p>Targeted interventions and personalised plans support pupil development, including physical development</p>	<p>Targeted interventions for identified pupils;</p> <ul style="list-style-type: none"> - Dough disco - Smart moves <p>Pupils Support Plans in place for all SEN pupils and those with a disability – reviewed termly with teacher and family.</p>	Termly	<p>Class teacher</p> <p>Inclusion Team</p>	
<p>Special consideration and access arrangements considered during Assessment periods.</p>	<p>Modified test materials requested as appropriate</p> <p>Applications to remove TIMED aspect to Multiplication Check requested as appropriate.</p>			

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Accessibility outcome	Action to ensure Outcome	When	Who responsible	Notes
Ensure the physical school environment is welcoming and accessible to all	Take in to account all users (including those with physical difficulties and visual impairments) when planning and undertaking future improvements and refurbishments of the site and premises, such as <ul style="list-style-type: none"> - Improved access; drop kerb from main carpet - Explore check height of buzzers on entry - Check height of external door handles - Check width of EY Sunshine Room entrance to width of standard wheelchair. - Find out if electrical fold chair lift in Junior building still functions and arrange for it to be serviced. - Purchase adjustable ramp for use at open days, performances and exhibitions. 	On-going	SLT Governors Site Manager	
Ensure that reasonable adjustments are made for pupils with disability, medical condition or other access needs	Liaise with external agencies, identifying training needs and implementing training where needed. Create personalised risk assessments and access plans for individual pupils. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	On-going	Inclusion Lead, Asst. SENCO SLT	
Ensure all pupils have access to toilet facilities and changing facilities.	Develop the toilet in the changing room to be the Hygiene room; <ul style="list-style-type: none"> - Transform WC in to a wet room. - Ensure the toilet in changing room meets the criteria for a hygiene room. Ensure staff/visitors know how the panic cords in disabled toilets work and who is alerted. Ensure each disabled toilet has hand rail in contrasting colour at the correct height.	3-year plan	SLT Governors Site Manager Business manager	

<p>Ensure that all disabled pupils can access and remain safe in the outdoor classroom and pond area.</p>	<p>Check the fencing around outdoor classroom remains secure and fixed.</p> <p>Check the width of the gate and ensure wheelchair access.</p> <p>Ensure that there is a hard surface (such as patio) on approach to seating and pond for wheelchairs.</p>	<p>2022-2023</p>	<p>Site Manager Business manager SLT</p>	
<p>Ensure all pupils can access all areas of the outside environment within EYFS.</p>	<p>Explore the construction of a dipped curb/paving access to the outdoor mud kitchen.</p> <p>Improve signage to indicate areas of learning and access.</p> <p>Use contrasting colours to indicate areas of learning and entry/exit points such as door frames.</p>	<p>2024-2025</p>	<p>EYFS Lead Site Manager Business manager SLT</p>	

IMPROVING ACCESS TO INFORMATION

Accessibility outcome	Action to ensure Outcome	Long, medium or short-term	Who responsible	Notes
To enable improved access to written information for pupils, parents and visitors.	<p>Create and offer information in alternative formats/languages.</p> <p>Access arrangements are considered and put into place for statutory testing.</p> <p>Check whether the translate option is still available on the website.</p>	On-going	Admin team IT WebMaster Inclusion Lead/SLT Teachers	
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	On-going	Admin Team Inclusion Team/SLT	
All families are kept up to date with school developments in various ways.	<p>Families are invited to Parent Forums where written material/policies are shared and discussed.</p> <p>Extend the use of software such as Google Translate currently used for newsletters to other correspondence shared and as a verbal communication tool.</p> <p>Option to translate individual plans/documents such as Pupil Support Plans offered.</p>	Ongoing	SLT Business Manager IT Web Master Teachers	

To embed termly Pupil Passport Meetings between school & family.	Ensure termly pupil passport meetings are arranged with families and staff Release staff once a term to attend pupil passport meetings with family. Explore creating and training a 'Family Buddy' bank of existing staff who can translate at events/parents' evenings (within the school day) for families on request or buy in to a Translating package.	Ongoing Summer 2021	SENCO Class teachers SLT Business manager –cost	Staff and families will have know the learning needs of all children including those with SEND. Families are well informed and work in partnership with the school.
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