



St Catherine Catholic Primary School and Nursery **Accessibility Plan**

Date ratified by Governors: April 2023

Signed:

Name:

Due for review: April 2024

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Statement of intent

This plan outlines how St Catherine Catholic Primary School and Nursery aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy

- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1 (curriculum)

Aim	Current good practice <i>Including established practice and practice under development</i>	Objectives <i>Short, medium and long term</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>All work is differentiated and/or scaffolded to suit the needs of all pupils.</p> <p>Quality first teaching strategies are implemented to allow all children to access the curriculum</p> <p>Visual timetables, targeted interventions and specialist equipment is provided as and when needed by pupils</p> <p>SENCO makes referrals to external professionals for advice and recommendations</p> <p>Teachers act on advice from external professionals</p> <p>Last Year the school successfully completed the inclusion commitment led by the Send advisory service. The project included a whole school review</p>	Long term - To provide equipment necessary for any pupil with a disability to access the curriculum	<p>Purchase specialist hearing loop equipment if needed</p> <p>SENCO to monitor lessons and provide timely feedback</p> <p>SENCO to support teachers in implementing specialist advice in a timely manner.</p> <p>Purchase resources as recommended by external professionals</p>	SENCO and school business manager	As needed	Pupils with disabilities able to access the full curriculum

	and action plan to improve the SEND provision in school with focus on ASD.					
Improve delivery of written information to pupils	Providing tinted film for pupils with dyslexia who have issues with black writing on white paper	Short Term - Ensure dyslexic pupils can access written information	Provide pupils with dyslexia with worksheets on tinted paper and present IWB tasks on tinted background	SENCO and class teachers	As and when needed.	Dyslexic pupils provided for in all classes as needed

Planning duty 2 (physical environment)

Aim	Current good practice <i>Including established practice and practice under development</i>	Objectives <i>Short, medium and long term</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	Access to front entrance has disabled access slope and new front door has no lip Disabled toilet available on ground floor. Classes are moved to ground floor if child or staff with mobility issues is in the class New doors installed on ground floor do not enable disabled access or exit	Long Term - To provide disabled access to all areas of building for disabled pupils Medium Term – To link fire alarms to lighting to cater for hearing impaired children, staff and parents	Enable access to new astroturf area via newly installed doors. To ensure access to the EYFS garden is more suitable for pupils with mobility issues Include in upcoming work on fire alarm system	School Business Manager and Site Manager DHP/ School Business Manager and Site Manager	Autumn 2023	Pupils and parents with disabilities to easily access all ground floor areas of the school For fire alarms to cater for hearing impaired pupils, staff and visitors

Planning duty 3 (information)

Aim	Current good practice <i>Including established practice and practice under development</i>	Objectives <i>Short, medium and long term</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: Internal signage. Large print resources where necessary. . Pictorial or symbolic representations using WIDGIT. Termly reviews and progress meetings Headteacher SENCO Class teachers In line with pupils' needs	Staff to be trained in basic Signalong	Signalong training for teaching and support staff	SENCO	Summer 2023	Staff will use signalong to support communication