



School Accessibility Policy, including Accessibility Plan

St. Catherine's
RC Primary School

Version: 3

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| Name and Designation of Policy Author(s) | Nina Chwastek, Headteacher, Anna Richardson, Assistant Headteacher for Inclusion | | Is this a Statutory Document |
| | | | Yes |
| Approved By (Committee / Group) | Curriculum Committee | | |
| Date Approved | 21/11/2019 | | |
| Date Ratified by FGB | 21.11.2019 | | |
| Date Published | 5/12/2019 | Is this to be published publicly on the school website? | Yes |
| Review Date | Autumn 2022 | | |
| Target Audience | Teachers, support staff, parents | | |
| Links to Other Strategies, Policies, Procedures, etc | Health and Safety Policy, Lettings Policy, Equality and Diversity Policy , Early Years Policy , Special Educational Needs and Disabilities Policy , Equal Opportunities, Admissions Policy , Behaviour Policy , Supporting Pupils with Medical Conditions Policy , Anti-Bullying Policy , Curriculum Policy , School Development and Improvement Plan | | |

Version History

| Date | Ver | Author Name and Designation | Summary of Main Changes |
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| May 2016 | 1 | Nina Chwastek, Headteacher | New policy, no previous version |
| Jan 2019 | 2 | Nina Chwastek, Headteacher | Previously named Accessibility Plan |
| Nov 2019 | 3 | Nina Chwastek, Headteacher, Anna Richardson, Assistant Headteacher for Inclusion | Updated to include Accessibility Plan. Amendments to Section 9. Physical Environment – access update. |

Monitoring Compliance with the Policy

| Describe Key Performance Indicators (KPIs) | Target | How will the KPI be Monitored? | Which Committee will Monitor this KPI? | Frequency of Review | Lead |
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| Policy is available to all staff, parents, governors and visitors | 100% | Checking the school website to ensure the policy is available | Curriculum Committee | Annually | Inclusion Governor |

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| Actions identified in the Plan are addressed within the relevant timescale | 100% | Review progress of the plan, completed actions and amendments with Inclusion Lead | Curriculum Committee | Annually | Inclusion Governor |
| Accessibility Plan to be approved by the Governing Body | 100% | Agenda item at Curriculum Committee with recommendation to FGB | Curriculum Committee | Annually | Chair of Curriculum Committee |

Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us ***'To be who God wants us to be and so set the world on fire.'***

- We are called to love one another as we seek to be the best in all that we learn and do
- We celebrate and nurture the gifts, talents and skills of everyone
- We commit ourselves to grow together in faith, love and service

1. Statement of intent

St. Catherine's R.C. Primary School aims to treat all stakeholders, including pupils, staff, governors, visitors and other members of the school community favourably and is committed to taking all steps to avoid placing anyone at a substantial disadvantage. The school therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

2. Legal framework

This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014

- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011

This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

3. Definition

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

4. Roles and responsibilities

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

The headteacher, in conjunction with the governing body will create an Accessibility Plan with the intention of improving the school's accessibility.

The governing body will be responsible for monitoring the Accessibility Plan.

The full governing body will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.

The headteacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.

During a new pupil's induction at St. Catherine's R.C. Primary School, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.

The headteacher, governing body and senior leadership team (SLT) will work closely with the Diocese, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The special educational needs and disabilities coordinator (SENDCO) will work closely with the headteacher and governing body to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

5. Accessibility Plan

The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.

The Accessibility Plan is a separate document which is an appendix to this policy.
Appendix 1

St. Catherine's R.C. Primary School's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.

The intention is to provide a projected plan for a three year period. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan is used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

St. Catherine's R.C. Primary School will collaborate with the Diocese and LA in order to effectively develop and implement the plan.

An access audit will be undertaken by the Inclusion Governor and SENDCO annually.

The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

6. Equal opportunities

St. Catherine's R.C. Primary School strives to ensure that all members of the school community are given equality of opportunity.

St. Catherine's R.C. Primary School is committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils, including those with SEND. The aim of the plan is to take appropriate measures in order to overcome barriers, allowing all to have equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.

St. Catherine's R.C. Primary School will ensure that all extra-curricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

7. Admissions

St. Catherine's R.C. Primary School will act in accordance with the Admissions Policy.

St. Catherine's R.C. Primary School will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Prospective parents/carers of pupils with SEND are invited to an additional transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

8. Curriculum

St. Catherine's R.C. Primary School is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

St. Catherine's R.C. Primary School aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The class teacher, with the support of the SENDCO work to adapt a pupil's Individual Learning Plan, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.

The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.

There are established procedures for the identification and support of pupils with SEND in place in school.

Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

Specialist resources are available for pupils with visual impairments, such a large print reading books.

Teaching Assistants are deployed to implement specific intervention programmes.

9. Physical environment

St. Catherine's R.C. Primary School is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.

There is two parts of school which pupils with disabilities are unable to access:

- The upstairs classroom
- The Year 6 outdoor area is accessed by steps. This is also the fire exit for the Year 6 classes

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

There are provisions for nappy changing.

Where entrances to the school are not flat, a ramp is supplied for access.

Wide doors are fitted throughout the school however, some classrooms in the main building are too narrow for a wheelchair to access and exit safely.

Appendix 1: Accessibility Plan

| Shaping the Whole Person - Equality and Inclusion | | | |
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| Targets | Actions | Who is responsible | Timeframe/date |
| To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings. | Clerk to Governors to add to list for FGB meetings. | Clerk to Governing Body Inclusion Governor | September 2019 – then Ongoing |
| To ensure School's SEND policy meets the needs of the children within the school and provides the framework for whole school provision for SEND. | Review the SEND Policy annually. Present updated SEND Policy to Governors. | Headteacher AHT Inclusion | Policy reviewed June 2019 Policy presented to Governors Annually |
| To improve staff awareness of disability issues. | Review staff training needs. Provide training for members of the school community as appropriate. | AHT Inclusion | Initial review, September 2019. Then review at least annually. |
| To ensure that all policies consider the implications of disability access. | Consider during review of policies. | Headteacher AHT Inclusion | Annually |
| The pursuit to continually challenge discrimination and harassment. | As listed in SEND Policy, Racial Incidents Policy, Behaviour Policy Monitor implementation of PSHE programme | Everyone Headteacher AHT Inclusion | Ongoing. Review PSHE programme at least annually. |
| Creating Inspiring Learning Spaces: Physical Access | | | |
| Targets | Actions | Who is responsible | Timeframe/date |
| Audit of accessibility of school buildings and grounds. | Identify areas for improvement following LOIS audit and prioritise areas of concern. | Headteacher AHT Inclusion Inclusion Governor School Caretaker | May 2019 September 2019 |
| Ensure there is a process for identifying and assessing individual physical difficulties affecting access to the curriculum (e.g. seating/recording). | Seek advice from OT and Physio. Add this into the annual reviews for pupils where required. | Headteacher AHT Inclusion Inclusion Governor | Annually |
| Ensure safe handling of children with disabilities. | OT and Physio to give relevant staff moving and handling training (Through LOIS) | Headteacher AHT Inclusion Inclusion Governor | Annually |

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| Provide equipment required such as specialist seating, adapted cutlery, sloping board etc. Manage and implement equipment provided by PT such as standing frame, walkers etc | Needs assessed. Equipment purchased on a needs basis. | Headteacher AHT Inclusion Physio OT | September 2019 Ongoing |
| Accessible toilet is not large enough to accommodate a changing bed or supported transfers onto the toilet (EYFS) | Investigate the best and most cost-effective way to install appropriate equipment should it be required in the future. | Headteacher AHT Inclusion Inclusion Governor Physio OT | Re-assess annually |
| Emergency Access | | | |
| Targets | Actions | Who is responsible | Timeframe/date |
| Ensure any additional needs with regards to emergency evacuation are identified and planned for. | Review personal evacuation plans. Review risk assessments for individual children and highlight risk in evacuations. Fire drill and Lock Down drills to be completed termly – Feedback on personal evacuation plans to be completed after each drill. | Headteacher AHT Inclusion | Annually Drills - Termly |
| Children who require an IHP in relation to a medical or physical need have plans in place that are reviewed annually. | Review Individual Health Plans. | Headteacher AHT Inclusion | Annually |
| Building Community: Ensuring Inclusion in the School Community | | | |
| Targets | Actions | Who is responsible | Timeframe/date |
| Ensure that disabled students can participate in extra-curricular activities and trips and visits | Audit of extra-curricular provision. | Headteacher AHT Inclusion Inclusion Governor | Annually |
| Enable maximum possible social integration of children with disabilities. | Strategies embedded to promote the social integration of children with disabilities. | Headteacher AHT Inclusion Inclusion Governor | Annually |

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| Relevant staff trained to support disabled children with toileting which is essential for well-being in addition to social integration | Staff trained in manual handling and managing children with medical conditions on a rolling programme. | Headteacher AHT Inclusion Inclusion Governor | Annually |
| All children with disabilities join in with their peers at play-time and make friends. | Staff are trained and school has capacity to work with children with a range of needs. | Headteacher AHT Inclusion Inclusion Governor | Annually |
| All staff have a specialist level of knowledge and understanding of working with children with disabilities so that disabled children are very well supported in all aspects of their school life. | All staff feel confident in supporting and working with children with disabilities. | Headteacher AHT Inclusion Inclusion Governor | Annually |
| Striving for Excellence: Access to the Curriculum | | | |
| Targets | Actions | Who is responsible | Timeframe/date |
| All children have access to a broad, balanced and relevant curriculum. | Options/twilight/enrichment programme reviewed at least annually. | Headteacher AHT Inclusion Inclusion Governor | Ongoing |
| All children have a differentiated curriculum that meets their individual needs. | Following the SEND Policy SEND students have an IEP/EHC Plan that details student's needs (and how to differentiate) with personalised curriculums where appropriate. Lesson observations reports teaching matched to individual needs. The number of satisfactory and good or better teaching is increased. | Headteacher AHT Inclusion Inclusion Governor | Ongoing |
| Children's access to the curriculum is increased because they attend school more regularly. Attendance is improving year on year. | See attendance actions in SDIP. | Headteacher AHT Inclusion Inclusion Governor | Annually |

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| Children's access to the curriculum is increased because there is a reduction in exclusions, individual student needs are met, suitable educational provision is provided. | Follow SEND Policy, Public Sector Equality Duty. Reflection room/time out room in place for identified students. | Headteacher AHT Inclusion Inclusion Governor | Ongoing |
| Children's access to the curriculum is increased through personalisation and differentiation | All staff are aware of different learning needs and plan and deliver for this in the classroom. Lesson observations show individual needs are being met. All children with disabilities are supported to make good progress through personalised teaching. | Headteacher AHT Inclusion Inclusion Governor | Ongoing |
| Ensure appropriate engagement with sport and competition. Children with disabilities are able to engage with a good range of sports. Disabled children are able to access similar experiences to their peers, experiencing the joy of sport and competition. | Establish and review systems and processes for evaluating the learning needs of children with disabilities. Disability sport competitions engaged with regularly. | Headteacher AHT Inclusion Inclusion Governor PE Coordinator | Ongoing |
| Access to information | | | |
| Targets | Actions | Who is responsible | Timeframe/date |
| Availability of written material in alternative formats | The school makes itself aware of the services available through the LEA/external agencies for converting written information into alternative formats. The School to be aware of parents/carers access needs and will provide support when needed. The school can provide written information in alternative formats. | Teachers, AHT Inclusion, Office Staff. | Ongoing |

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| <p>The written information provided to parents/carers is accessible and read.</p> <p>Information is read. Parents/carers feel that school is an approachable supportive institution.</p> | <p>Current information and invitations sent to all parents is reviewed to judge the language, style, format, and accessibility. School 'house style' audited.</p> | <p>Teachers, AHT Inclusion, Office Staff.</p> | <p>Ongoing</p> |
| <p>Written communication to parents/carers includes opportunity to raise access issues with school in advance e.g. at parents evenings</p> | <p>School ensures all parents/carers can access school site</p> | <p>Teachers, AHT Inclusion, Office Staff.</p> | <p>Ongoing</p> |