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# **Introduction**

## **Accessibility Plan for improving the physical accessibility to our school**

**Our School Accessibility Plan sets out how our school will:**

- I. Increase the extent to which disabled pupils are able to participate in the school curriculum;**
- II. Improve the physical environment of schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by the school; and**
- III. To improve the delivery to disabled pupils of information readily accessible to pupils who are not disabled. (This must be delivered within a reasonable time and in ways that are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.)**

**SAINT THOMAS MORE CATHOLIC VOLUNTARY ACADEMY ACCESSIBILITY PLAN 2014 - 2016**

**Increasing the extent to which disabled pupils can participate in the curriculum**

<b>Objectives</b>	<b>Actions</b>	<b>Expected Outcomes</b>	<b>Timescales and Lead Person</b>	<b>How to Measure Progress</b>
To review and update the school's Single Equality Policy.	Headteacher to use a staff meeting to raise awareness and understanding.	All staff and governors are fully aware of compliance with and the importance of the Equality Act and ensure that all work undertaken complies and promotes equality, access and participation for all.	Headteacher to lead on this.	Annual report to governors and annual review of policy.
To maintain rigorous tracking of pupils.	Termly meetings with the Headteacher to track pupils' attainment and progress.	Ensure provision and achievement for all groups especially those with disabilities is at expected or beyond standard.	Class teachers – good quality wave 1 teaching. Key Stage Co-ordinators meet with team to review pupil progress. Headteacher meets with each teacher to review individual pupil progress.	Appropriate intervention strategies are implemented for pupils who are not making expected progress. Intervention programmes are clearly monitored for impact.
To continue to ensure subjects (e.g. aspects of PE, Cooking, Craft, Computing, DT) are equally accessible and promoted to all regardless of any disabilities.	Team leaders and Headteacher to monitor, on a termly basis, that activities are accessible to all pupils.	Teachers' planning demonstrates that all pupils are able to access the activities planned.	Once a term.  Headteacher and Key Stage Co-ordinators.	Pupil surveys and subject interviews demonstrate enjoyment and participation.

<b>Objectives</b>	<b>Actions</b>	<b>Expected Outcomes</b>	<b>Timescales and Lead Person</b>	<b>How to Measure Progress</b>
To continue to monitor extra-curricular activities and clubs are accessible to all pupils and participation is representative of all abilities.	To monitor extra-curricular activities to ensure all pupils are able to participate. To check periodically that pupils attending extra-curricular are representative of all groups.	List of pupils attending each activity are run off and checked by Headteacher and SENCo.	Headteacher to work with SENCo once a term to prepare for SEND planning meeting and submit evidence of pupil participation.	List of extra-curricular activities and the names of pupils attending show that pupils with disabilities have access to and are participating in extra-curricular provision.
To provide specialist guidance and advice for teachers on supporting pupils with disabilities.	Regular surgeries set up giving all class teachers an opportunity to meet with specialists from Special Needs Teaching Service, Educational Psychology Service and the Behaviour Support Team to discuss and seek advice on specific issues.	Teachers have knowledge, understanding and skills to better meet the needs of pupils with disabilities.	Twice yearly sessions organised by the SENCo.	Reduced cases of pupils' needs not being met.
To continue to use SEAL, Statements to Live By, PSHE and Circle Time to reinforce school ethos of equality, tolerance and understanding of all people.	Teachers' long, medium and weekly planning demonstrate opportunities for pupils to develop these skills.	Children demonstrating high levels of tolerance and understanding of the needs of others.	Ongoing.	Reduced incidents recorded of bullying or conflict between pupils.

**Improving the physical environment of the school to enable disabled pupils to take better advantage of education and associated services provided by the school.**

Objectives	Actions	Expected Outcomes	Timescales and Lead Person	How to Measure Progress
<p>To continue to address items identified on the ‘Access for Disabled People’ Audit and issues raised by the survey carried out by students of Ashfield School.</p>	<p>To remove high step from the bottom level corridor to provide easy access for wheelchair users into classrooms 1, 2 and 3.</p> <p>To install a chairlift to access classrooms on the top level of the school building. A full investigation was carried out in 2012 – currently the school does not have the space to accommodate this.</p>	<p>Plan costed, agreed and implemented.</p> <p>As a temporary measure the Premises Officer will provide a ramp if needed. The step is painted white to increase visibility.</p> <p>Plan costed, agreed and implemented.</p>	<p>2015 – 2016</p>	<p>Reduced number of actions to complete on the audit.</p>
<p>To continue to ensure that access to every physical area of the school and school grounds is appropriate for all persons regardless of any disability</p>	<p>Annual Health and Safety Risk Assessment carried out to include school building and grounds.</p>	<p>All recommendations discussed and implemented if appropriate.</p>	<p>Governors’ Premises Committee, LA Health and Safety Representative.</p> <p>September of each year.</p>	<p>Annual Health and Safety Risk Assessment and Equipment Assessment demonstrate areas are safe and appropriate for use.</p>
<p>Key Stage 1 playground play area levelled.</p>	<p>To remove the bumps, raised levels and curbs from the KS1 play area.</p>	<p>Play area more readily accessible to all pupils. Fewer accidents caused by trips and falls.</p>	<p>Summer holidays 2014</p>	<p>See annual report provided.</p>

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**Improving the availability of accessible information to disabled pupils**

Objectives	Actions	Expected Outcomes	Timescales and Lead Person	How to Measure Progress
To seek the views of pupils, parents and staff who have disabilities regarding availability of accessible information, curriculum and extra-curricular activities provision the school provides or could provide.	To ask specific questions in a parents' survey to ascertain the aids and barriers disabled pupils and parents experience.  The school is very aware of any current pupils or parents who fall into this category.	Amendments made to current arrangements and provision to provide good communication and provision for pupils, staff and parents.	Questions related to this Will be sent out to parents as part of the reviewing of the SEND Policy	Positive responses received from parents and staff.
To review SEND Policy and Information Booklet for parents to ensure wording and information is jargon free and easily accessible.	To update, if necessary, information and wording used in all documents, booklets, forms etc.  Devise evaluation sheet.	Information available is readily accessible and user friendly.	SENCo, Autumn Term 2014  SENCo and Headteacher to create and send out an evaluation sheet.	Evaluation sheets received from parents demonstrate positive responses.
To continue to ensure persons with any disability are portrayed in a positive light throughout the school.	Headteacher and SENCo to carry out a curriculum walk during the Autumn Term 2014.	SNAPSHOT of displays, materials, resources used and information sent out portrays disabilities in a positive light.	SENCo and Headteacher  Ongoing monitoring.	Walk around the school demonstrates displays, resources used portray disabilities in a positive light.

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## APPENDIX A: Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools.

The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?		
Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do employees recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do employees recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do employees provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do employees seek to remove all barriers to learning and participation?	✓	

Completed September 2014

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<b>Section 2: Is your school designed to meet the needs of all pupils?</b>		
<b>Question</b>	<b>Yes</b>	<b>No</b>
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		✓ Upstairs classrooms not accessible for wheelchairs
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Ground level is accessible	✓
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓	
Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?	✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓??	
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	

<b>Section 3: How does your school deliver materials in other formats?</b>		
<b>Question</b>	<b>Yes</b>	<b>No</b>
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils, prospective pupils and families who may have difficulty with standard forms of printed information?	Further work to do in these areas	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do you have facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that employees are familiar with technology and practices developed to assist people with disabilities?	✓	

Adapted from the Accessible Schools: Summary Guidance, Department for Education and Skills, 10<sup>th</sup> June 2002