



Catherine Infant School **Accessibility Plan**

Catherine Infant School recognises its duty to develop an accessibility plan, under the DDA (as amended by the SENDA). This plan will cover the period 2018 to 2021.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 2005 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the most recent National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupil's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

a) Improving Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. [See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. [See checklist on page 30 of DfES Guidance.]

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested. [See checklist on page 30 of DfES Guidance.]

Policy reviewed by: Mitesh Madhaw (Deputy Headteacher/SENCo)

Date: 05.09.18

Signed on behalf of Governing Body: Mike Allbut (Chair of Governors)

Date:

Mike Allbut

20/09/18

IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This list should help to 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 our school.

SECTION 1: How does our school deliver the curriculum?

QUESTION	YES	NO
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes as the need arises.	
Are our classrooms optimally organised for disabled pupils?	SEND Learning walk confirmed this.	
Do lessons provide opportunities for all pupils to achieve?	Planning, assessments, learning walks, observations and regular book scrutiny confirms this.	
Are lessons responsive to pupil diversity?	Our curriculum policies reflect this	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Planning and assessment scrutinises, learning walks, SLT observations and phase scrutinises show this	
Are all pupils encouraged to take part in music, drama and physical activities?	Extra-curricular activities offered. Two P.E sessions offered each week to all pupils.	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Staff given full access to reports, and have several transition meetings with colleagues, parents and external agencies to ensure recognition and understanding	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Planning and assessment scrutinises, learning walks, SLT observations and phase scrutinises show this	
Do staff 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 activity?	All lessons are differentiated and equipment, resources and groupings are adjusted to meet the needs of all pupils. P.E Planning also show this.	
Do we provide access to computer technology appropriate for students with disabilities?	Students have access to laptops and the ICT technician is available to advise and adjust accordingly	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment	All trips are accessible and planned for all pupils, records of	

or impairment?	visits reveal this.	
Are there high expectations of all pupils?	Pupils progress minutes, assemblies and learning walks show this	
Do staff seek to remove all barriers to learning and participation?	Planning and assessment scrutinises, learning walks, SLT observations and phase scrutinises show this	

SECTION 2: Is our school designed to meet the needs of all pupils?

QUESTION	YES	NO
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?	Access is available to all areas, although some rooms may not have direct access. All school areas are located on one floor.	
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?	Yes, pupils who use wheelchairs have access to all areas in the school with use of a ramp.	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes, all are safe and logical.	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with special educational needs and disabilities; including alarms with both visual and auditory components?	Yes, the school has auditory components.	No, visual components
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	N/A	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		No
Are areas to which pupils should have access well lit?	All areas are well lit.	Lighting across the school is being

		improved
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	Noise is monitored and kept to a minimum for those pupils with auditory difficulties	
Is furniture and equipment selected, adjusted and located appropriately?	Furniture is carefully selected and adjusted accordingly. Any specialist items are purchased if needed by pupils or staff.	

SECTION 3: How does our school deliver materials in other formats?

QUESTION	YES	NO
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	We work closely with the VS team to ensure that large print books are available for pupils who require it.	
Do we 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?	Monitoring and Evaluation of subject areas confirms this.	
Do we have the facilities such as ICT to produce written information in different formats?	Large print but no access to Braille	
Do we ensure that staff is familiar with technology and practices developed to assist people with disabilities?	Training, advice and assistance is available to all members of staff through our ICT technician, and ICT within lessons is also monitored in lesson observations.	

SECTION 3 – Main School Entrance and Reception

	Yes or N/A	Partial	No	Your Comments
<p>3.1 Is there level access at the main school entrance? (NB: A small threshold step no greater than 12mm can be considered level) (‘Yes’ = level; ‘Partial’ = 1 step; ‘No’ = several steps at the entrance and no alternative ramp)</p>	✓			
<p>3.2 If there is a ramp, is it suitable for wheelchair users? (NB: Max gradient 1:12, level landing at top of ramp, handrails.) (‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required)</p>	✓			
<p>3.3 If there are steps, are they suitable for people with walking difficulties? (NB: Handrails to both sides or central, contrasting step edges, even rise to each step) (‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required)</p>	✓			Handrails for steps in dining room?

SECTION 4 – External Areas

		Yes or N/A	Partial	No	Your Comments
4.1	Do routes between buildings provide independent access for wheelchair users? (If 'Partial' or 'No', please comment on areas for improvement)	✓			
4.2	What proportion of building entrances have level access for wheelchair users? (‘Yes’ = >75%; ‘Partial’ = 25 – 75%; ‘No’ = < 25%. Please comment on areas for improvement)	✓			
4.3	Is there level access to all unique outdoor areas? (e.g. sports areas, tennis courts, playgrounds, seating areas etc.) (‘Yes’ = all; ‘Partial’ = some; ‘No’ = none)	✓			All playgrounds can be accessed using different entrances to the school.

SECTION 6 – Emergency Evacuation Plan

		Yes or N/A	Partial	No	Your Comments
6.1	<p>What proportion of your building(s) are easy to evacuate by people in wheelchairs?</p> <p>(‘Yes’ = >75%; ‘Partial’ = 25 – 75%; ‘No’ = < 25%. Please comment on areas for improvement)</p>	✓			
6.2	<p>Does your Emergency Evacuation Plan include a strategy for evacuating disabled pupils, staff, visitors and community users?</p> <p>(Please note areas for improvement)</p>	✓			
6.3	<p>If you have upper floors, are there means to ensure the evacuation of people with mobility impairments?</p> <p>(‘Yes’ = adequate; ‘Partial’ = minor changes; ‘No’ = substantial adaptations – please give comments)</p>				N/A

ACCESSIBILITY PLAN September 2018 – September 2021

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	The school curriculum is matched to the learning needs of individual pupils e.g. pupils with specific physical or mental impairment.	Seek advice from LA and specialists e.g. SNTS, EPS, SEMH on specific professional development needs of our staff.	Teachers and teaching assistants meeting the needs of pupils	Autumn 2018	All classrooms catering for the specific physical or mental impairment of pupils.
Short Term	All parents have access to information about curriculum matters.	Curriculum areas to be included on the website. Year group topic areas information to be given to parents and also placed on the website. Meetings for parents to be held at the start of the new year Induction for newly arrived children and parents Parent groups established	Easier parental access to curriculum and topic information.	On going	Parents are information of both curriculum and topic areas. Parents to feel confident in supporting their children with home learning
Short Term	To maintain a safe and accessible environment in school.	Regular audit of need in school environment completed.	School environment remains an accessible and safe place for all users.	On going	A safe and accessible environment maintained in school.
Medium Term	To ensure that the school develops children's awareness of disability.	Ensure that there are learning resources (books etc) that show positive examples of people with disabilities in a positive light. SMSC focus in assemblies which highlight positive examples of disabilities.	When needed school to provide written materials in alternative formats	As required Ongoing	Pupils to think of people with disabilities in a positive way
Medium Term	Teachers and teaching assistants undergo training in	Seek Advice from LA, SEMH and SNTS regarding appropriate courses for staff to	Teachers and teaching assistants able to meet the requirements of	On going.	Teachers and teaching assistants receive a range of

	behaviour management strategies.	attend to address their professional development needs. Staff to be trained on Team Teach methods as part of a rolling programme.	disabled pupils' needs		strategies to help pupils in order to support social inclusion.
Long Term	Improve lighting in school.	Old fluorescent lighting will be removed and new installed on a rolling rota.	Increased visibility for all pupils and users.	Ongoing replacement as 2 more phases need to be improved.	Visibility around school will be increased for all users.
Long Term	To improve alarm systems.	Contact LA to initiate funding/grants to: <ul style="list-style-type: none"> Improve alarms by having more sounders with less volume and alarms with visual components 	Better alarm systems for all users	Autumn 2020	Physical accessibility of the school increased for pupils with auditory, visual and hearing.
Long Term	Ensure access to signage across the school is clear for all.	Carry out an audit of signage around the school to ensure it is accessible for all.	Signage will be clear and concise. Meaning will easily be communicated through the use of text and visuals where necessary.	Autumn 2019	All signage will be accessible to all users.
Long Term	Improve wheelchair access to the foyer.	To replace foyer external doors with wheelchair friendly doors.	School more accessible for people with mobility needs.	Within the next three years	Access to school improved.

