

St. Catherine's C of E Primary
ACCESSIBILITY POLICY AND FUTURE PLAN 2015 - 2018

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (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 treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education
- and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Attached is an action plans showing how the school will address the priorities identified.

DEFINITION

Disability is defined by the Disability Discrimination Act 1995 (DDA) :

« 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 or her ability to carry out normal day to day activities. »

KEY OBJECTIVE

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

PRINCIPLES

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under 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 will :

Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

This curriculum endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum by ;

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

ACTIVITIES

Education and Related Activities

The school will continue to seek and follow the advice of the LA services and outside agencies such as specialist teacher advisers, SEN consultants, and appropriate health professionals.

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.

Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

ACTION PLAN

The school will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the Key Objective of the Accessibility Plan is met. The current Action Plan is attached.

LINKED POLICIES

The Accessibility Plan will contribute to the review and revision of related school policies ;

- School Development Plan (including Premises)
- Staff Development Plan
- SEND Policy
- Equal Opportunities Plan
- Curriculum Policies
- Anti-bullying
- Educational Visits

TARGETS ACHIEVED

The school has made significant progress with regard to accessibility;

- Access path from main gate to the main entrance.
- Disabled Toilet.
- Ramp into Foundation Stage Unit.
- Disabled car parking bay incorporating dropped kerb to main entrance of school.
- Inclusion of Every Child Matters to meet the needs and abilities of all students.
- By painting railings in contrasting colours at front of school
- The use of visual menu systems in classrooms for groups and individuals
- By ensuring that SEN considerations form an integral part of the curriculum delivery
- By organising classrooms to promote the participation and independence of all pupils
- By ensuring that venues for school trips are suitable – transport, access, toilets, staff for personal care etc.
- By ensuring that staff training is appropriate and up to date for meeting individual needs
- Emergency and evacuation procedures are accessible to all at present through a welcome leaflet.
- Alarms are auditory and the assembly point is on the playground.
- By ensuring that children with English as an additional language are provided with individual / small group teaching to develop their language skills and increase access to the curriculum and support for parents in accessing information from the school is also provided.
- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens or blood sugar level testing. There is a register of children with medical needs and care plans for pupils where needed.

- Photographs of children with specific medical needs or allergies are shared with staff. Information relating to these children is also passed on to lunch-time supervisors and included in registers in order to inform visiting teachers.
- Epi-pens and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompany trips.
- By ensuring that the flooring in classrooms is in contrast with walls and the colour of walls is in contrast with doorways when internal redecoration is carried out.
- By providing for the social inclusion of all pupils through the setting up of a Lunch Time Club.
- Set up of the Thrive Programme for all pupils to promote social inclusion.

PLAN AVAILABILITY

The school makes its Accessibility Plan available in the following ways:

- A copy is held in the school office
- A copy is posted on the school website
- A copy can be e-mailed or posted on request

The plan and other school information can also be made available in a large print size format upon request – the school office can be contacted for further details.

This plan was reviewed in October 2016

This plan will be reviewed in three years or earlier in light of future legislation.

ST. CATHERINE'S C of E PRIMARY ACCESS PLAN 2015 to 2018

The main priorities in the school's plan:

1: Increasing the extent to which disabled pupils can participate in the school curriculum

- a) Audit the representation of disabled people in books and teaching materials and increase if necessary.
- b) Continue to monitor areas where disabled pupils may be under-represented or underachieving. Ensure high quality teaching for all to improve disabled pupils' access to the curriculum, including strategies that are sensitive and responsive to pupil diversity.
- c) Continue to ensure appropriate professional development for staff on inclusive classroom practice and on specific disability / medical issues.
- d) Develop increased access ICT support in the form of individual laptops and associated programs to support learning, where appropriate.

2: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- a) Ensure flexibility in classroom allocation to allow access for pupils to all areas of the school facilities.

- b) Review emergency and evacuation procedures for wheelchair access. Investigate the possibility of installing visual as well as auditory alarm system if the need arises. Ensure all staff are trained in setting up PEEP Plans and carrying out appropriate risk assessments.
- c) Ensure that the flooring in classrooms is in contrast with walls and the colour of walls to contrast with doorways when internal redecoration is carried out.
- d) Install coloured railings/ repaint existing railings in contrasting colour leading up the steps to the playground and field.
- e) Ensure that disabled visitor/ pupil is accompanied in regard to opening and closing of fire doors, main entrance doors and other school doors.
- f) Reposition main door bell to height accessible to disabled pupils/ visitors at nursery. Position a sign showing access for disabled pupils and visitors.
- g) Create ramps to junior toilet external doors to allow access to playground. Currently access through Year 6 classroom door.
- h) Create a disabled cubicle in the pupil toilets.
- i) Install a ramped access to playground. Current access is through staff car park and playground gates at rear of school.

3: Improving the delivery of information to disabled pupils that is provided in writing for pupils who are not disabled

- a) The school will liaise with LA support services to provide information in simple language, symbols, large print, audiotape or Braille for pupils or prospective pupils who have difficulty with standard forms of printed information where necessary.
- b) The school will also make information for parents available in a range of different formats should the need arise and be aware of font size and legibility when producing written information.
- c) Home-school books will be maintained for regular two-way information when the need arises.

4: Making it happen - Management, coordination and implementation

- a) School staff to be aware of the DDA and how the disability duties apply to schools through staff meetings and identification of staff training needs.
- b) The governing body have responsibility for the plan. Finance committee will allocate funding for priorities.
- c) The Access Plan, whilst remaining a separate plan, will be embedded within the School Development Plan where appropriate. The aim will be to complete before plan is reviewed or sooner if circumstances change.
- d) The Access plan will be coordinated with the school's responsibilities towards disabled staff and pupils and towards the general public and our duties under Health and Safety, Race and Human Rights legislation.