

Sheffield
Catholic
Schools
Partnership



Accessibility Plan for St Catherine's Catholic Primary

Date of Accessibility Audit:	September 2021
Date of Plan Update:	September 2021
Date of Review by GB:	Autumn 2021
Date for Next Review:	Autumn 2022

Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the Governing Body to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the local authority must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils;
- The headteacher and other relevant members of staff;
- Governors;
- External partners.

This plan is reviewed annually to consider the changing needs of the school and its pupils, and where the school has undergone a refurbishment.

The responses from this Accessibility Audit have created the action points within the Accessibility Plan.

Category	Yes	No	N/A	Comments for school use
Disability Awareness / Training				
Does the school provide disability awareness to enable all staff to understand and recognize disability issues?	✓			
Does the school have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓			
How does the school deliver the curriculum?				
Do all staff seek to remove all barriers to learning and participation?	✓			
Is teaching appropriately differentiated to meet individual needs so that children make good progress?	✓			
Are all children encouraged to take part in music, drama and physical activities?	✓			
Do all staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	✓			
Do all staff recognise, understand and allow for the additional planning and effort necessary for children with disabilities to be fully included in the curriculum?	✓			
Are all staff encouraged to recognise and allow for the additional time required for some pupils with disabilities to use equipment in practical work?	✓			
Does the school provide access to appropriate technology for those with disabilities?	✓			
Are school visits made accessible to all children irrespective of attainment or disability?	✓			

Category	Yes	No	N/A	Comments for school use
Getting into the building				
Are parking spaces reserved for disabled people near the main entrance?	✓			
Are there barriers to easy movement around the site and to the main entrance?		✓		
Are steps needed for access to the main building?		✓		
Do all those steps have a contrast colour edging?			✓	
If there are steps, is a ramp provided to access the main building?	✓			
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	✓			
Is it possible for a wheelchair user to get through the principal door unaided?	✓			
If no, is an alternative wheelchair accessible entrance provided?			✓	
Internal facilities				
If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	✓			
Do all internal doors allow a wheelchair user to get through unaided?	✓			
Do all the corridors have a clear unobstructed width of 1.2m?	✓			
Does the school have a wheelchair accessible toilet?	✓			
Does the school have accessible changing rooms?	✓			

Category	Yes	No	N/A	Comments for school use
Vertical movement				
How many floors in the school? a=single storey, b=single storey with some split level parts, c=single story with some 2/3 storey parts, d=mainly 2 or 3 levels	a			
If the school is on more than one level, do the internal steps/stairs have contrast colour edging?			✓	
Is there a continuous handrail on each internal stair flight and landing?			✓	
Does the school have a lift that can be used by wheelchair users?			✓	
Does the school have any mechanical means to move between floors?			✓	
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	✓			
Sensory impairment				
Are non-visual guides used to assist people to use the building?		✓		
Could any of the decor be confusing or disorientating for pupils with disabilities?		✓		
Is a hearing induction loop available (either fixed or portable) in the school?	✓			
Does the school have a 'Soundfield' system, in what area?		✓		
Do emergency alarm systems cater for those with hearing impairments?		✓		
How does the school deliver materials in other formats for ANYONE who needs it?				
Does the school have arrangements to 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?	✓			
Does the school have facilities such as ICT to produce written information in different formats?	✓			
Does the school ensure the information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	✓			

Is furniture and equipment selected, adjusted and located appropriately?	✓			
Does the school ensure that all school staff are familiar with technology and practice developed to assist people with disabilities?	✓			
Are pathways and routes logical and well signed (internal and external)?	✓			
Does the school have emergency and evacuation procedures to alert ALL pupils?	✓			
Is appropriate furniture and equipment provided to meet the needs of individual pupils?	✓			
Do furniture layouts allow easy movement for pupils with disabilities?	✓			
Are quiet/calming rooms available to children who need this facility?	✓			
Are toilets non-gendered or is there access for gender re-assigned visitors to visit facilities?	✓			
Dementia Friendly				
Does the school provide Dementia Friendly signage for visitors in common areas?		✓		
Is the school's Fire Evacuation Plan Dementia Friendly accessible? (coloured tape with direction on floor)		✓		
Does the school's community space provide Dementia Friendly equipment - coloured items, labelled cupboards, highlighted electrical equipment		✓		

Planning Duty 1: Curriculum

Governing Bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short-, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils disabilities and the preferences of pupils themselves or their parents/carers.

	Issue	Description	Who	When	Outcome	Review
Short term						
Medium term						
Long term						

Planning Duty 2: Physical Environment

Governing Bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short-, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils disabilities and the preferences of pupils themselves or their parents/carers.

	Issue	Description	Who	When	Outcome	Review
Short term						
Medium term						
Long term						

Planning Duty 3: Information

Governing Bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short-, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils disabilities and the preferences of pupils themselves or their parents/carers.

	Issue	Description	Who	When	Outcome	Review
Short term						
Medium term						
Long term						