Sheffield Catholic Schools Partnership

Accessibility Policy for
St Catherine's Catholic Primary

To be read in conjunction
with the Accessibility Plan

Date Policy Updated:	July 2021

Contents:

Statement of intent

Statement of intent

The Sheffield Catholic Schools Partnership is committed to providing a broad, balanced and effective education for all the children who attend our schools.

This school is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities/additional needs, 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 academically, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent/carer questionnaires/discussions and through accessibility assessment plans.

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

1 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 and Disabilities Act 2001
- 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)

This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Equality Objectives Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- SEND Information Report
- Admissions Policy
- Behaviour Policy
- Managing Medical Conditions Policy
- First Aid Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- Academy Development Plan

2 Definition

2.1 A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term[1] effect on their ability to carry out normal day to day activities.

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

3 Roles and responsibilities

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

3.2 The Headteacher, in conjunction with the Governing Body (GB), will create an Accessibility Plan with the intention of improving the school's accessibility.

3.3 The GB will be responsible for monitoring the Accessibility Plan.

3.4 The GB will approve the Accessibility Plan before it is implemented.

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

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

3.7 During a new pupil's induction, the Headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of. In these instances a healthcare plan will be created and shared with staff members.

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

3.9 The Headteacher, GB and Senior Leadership Team (SLT) will work closely with external agencies to effectively create and implement the school's Accessibility Plan.

3.10 The special educational needs and disabilities coordinator (SENCO) will work closely with the Headteacher and GB to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

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

3.12 Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer medicines relevant to the school setting.

---

1 Long-term as defined by the Equality Act 2010 refers to 12-months or longer

4   Accessibility Plan

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

4.2   The Accessibility Plan will be presented as a freestanding document or as part of another document.

4.3   The 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.

4.4   The plan has the following key aims:

- To continue 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.

4.5   The intention is to provide a projected plan for a three-year period ahead of the next review date.

4.6   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.

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

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

4.9   Both the Accessibility Policy and Accessibility Plan will be published on the school website.

4.10   An access audit will be undertaken by the GB and SENCO every year.

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

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

5   Equal opportunities

5.1   The school strives to ensure that all existing and potential pupils are given the same opportunities.

5.2   The school is committed to developing a culture of inclusion, support and awareness.

5.3   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.

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

5.5   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.

5.6   The school will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

6   Admissions

6.1   The school will act in accordance with the Admissions Policy.

6.2   The school will apply the same entry criteria to all pupils and potential pupils.

6.3   In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

6.4   The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

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

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

6.7   Prospective parents/carers of pupils in possession of an Education Health and Care Plan (EHCP), and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

7 Curriculum

7.1 The 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.

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

7.3 The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

7.4 The class teachers and the SENCO will work together to adapt a pupil's SEND Support Plan (SSP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

7.5 Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons. Advice may be sought from outside agencies, such as Occupational Therapy, to provide adjustments.

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

7.7 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 disability or impairment.

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

7.7 Detailed pupil information on pupils with SEND is given to relevant staff in order to aid teaching, e.g. Individual Health Care Plans.

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

7.9 Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

7.10 Practitioners are in place to support children with emotional, social or mental disabilities.

8   Physical environment

8.1   The 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.

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

8.3   There are provisions for nappy changing.

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

8.5   Wide doors are fitted throughout the school to allow for wheelchair access.

8.6   The corridor flooring and lighting is designed to support those who are visually impaired.

9   Monitoring and review

9.1   This policy will be reviewed on an annual basis, if a parent/carer/pupil need arises or when new legislation/guidance concerning equality and disability is published.

9.2   The GB will review the policy with the Headteacher and SENCO's support.

9.3   Equality impact assessments will be undertaken as and when school policies are reviewed.

10   Accessibility Audit Template

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				
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?				

Category	Yes	No	N/A	Comments for school use
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				

11 Accessibility Plan Template

Governing Bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum and school 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. A grid (like the one below) should be completed for each aspect of school life, such as curriculum, physical environment and information provision.

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