

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

St Cecilia’s Catholic Infant School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

St Cecilia’s Catholic Infant School has adopted this accessibility plan in line with the school’s special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school’s last access audit which took place in June 2017 and should be read in conjunction with the Access Audit. The School’s special educational needs policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school’s publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil’s development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school’s specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Head Teacher to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is the aim of the School to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

3. Reasonable adjustments

The School will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.
- This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

Signed by

Head Teacher _____ Date: _____

SENCo _____ Date: _____

Governor _____ Date: _____

Priority Ratings

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

KEYS FOR COSTS

Budget costs have been included in the form of bands.

N - None M - Minimal OG - Ongoing Maintenance ST - Structural Change

Accessibility Plan for St Cecilia's Catholic Infant School

June 2017

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date Achieved
1	Approach to the School	Contrast required between external stanchions and gate at both pedestrian entrances. Contrast also required for gate handle.	X			M	2017	
2		Encourage children to walk to school wherever practicable.	X			N	OG	
3	Car Park	Ensure that all pedestrian walkways are well-lit at all times, and that the surfaces are completely flat, with no cracks in the floor that someone could accidentally trip over. Clear away any debris or rubbish regularly.	X			M	2017	
4	External Ramp and External steps	Ensure that the ramp is kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition.	X			M	OG	

5		Install handrails on steps to ensure that there are two clearly marked handrails. Cut back bushes at right of steps as they are impairing access for visually impaired students.	X			M	2017	
6		Mark tape at the start and end of each handrail to aid the visually impaired students and visitors.	X			M	2017	
7		Ensure faded nosings are renewed	X			M	2017	
8	Main entrance door	Provide contrasting door handles or door panels. Remove any poster obscuring the vision panels.		X		M	OG	
9	External Doors	Check all external doors and ensure that there is sufficient contrast between the door handles and the door.	X			M	2017	
10		Check the door closures regularly and alter accordingly. Because manual door closers are fitted to some of the entrance doors, make sure these are adjusted to provide the minimum force necessary to open or close the doors. Install automatic entrance doors if the budget permits.	X			N	2017	

11	Internal Areas	Ensure that missing bulbs and fluorescent tubes are replaced as soon as possible. Ensure that circulation routes are kept clear of obstructions, such as sports equipment, deliveries, and stationery.	X			M	OG	
12	Reception area	Ensure at least one chair with arms in the Reception area	X			N	2017	
13	Corridors	Remove clutter from sides of corridors.	X			M	2017	
14		Improving the visual contrast in a school should be considered when carrying out maintenance or refurbishment work – for instance when painting walls and doors, or renewing floor finishes.	X			M	2018	
15	Signage	It is inclusive to incorporate tactile signage into all new signage.		X		M	OG	
16	IT Suite	Provide at least one station accessible by a wheelchair user and one high backed chair with arms in the Internet suite	X			M	2018	
17	Internal Doors	Ask the caretaker to check every door for noise levels regularly and adjust accordingly when necessary	X			N	OG	

18		If you admit a visually impaired pupil offer an end coat hook at an independently accessible height.	X			N	OG	
19		Mark propped open doors with well contrasting markings along their narrow edges. Label glass doors with posters or decorative designs.		X		N	2017	
20	WC's	Replace non-conforming taps with the correct push button or lever fittings.	X			M	2017	
21	Disabled Toilet	Staff training on manual handling. Remove box from disabled toilet. Lower coat hook in the disabled toilet	X			M	2017	
22	Dining Room	Provide at least one high-backed chair with arms and a wheelchair accessible table.	X			M	2017	
23	Escape Routes	Remove any obstructions on escape routes daily and that the safe place of refuge is clearly marked	X			N	OG	
24		Ensure fire doors are in working order and there are no obstructions on the outside.	X			N	OG	
25		Provide wheelchair handling training to teachers and caretakers	X			M	OG	

26		An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily	X			N	OG	
27		Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required	X			N	OG	
28		Annual Fire risk assessment and check that all fire extinguishers are maintained, wall mounted and clearly indicated		X		N	OG	
29	Outdoors	Purchase a suitable outdoor picnic table for wheelchair users			X	M	2017	