

St Katherine's School & Nursery



Accessibility Plan

Date of Policy: December 2022

Review: December 2023

Vision Statement

At St Katherine's School & Nursery we believe that every child should have access to a broad, balanced, relevant and scaffolded curriculum. This should take account of their individual strengths and needs and should allow each child to learn and achieve their limitless potential.

This Accessibility Plan sets out how our school will increase access to education for disabled pupils, following its legal obligations, as set out in the Equality Act 2010, with particular focus on those pupils currently within St Katherine's School & Nursery.

Definition of Disability & Legal Background

According to the Equality Act 2010, a person has a disability if:

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

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils and staff because of sex, race, disability, religion or belief and sexual orientation'.

Current Needs

These may include:

Medical Needs- Diabetes, asthma, allergy, suppressed immune system

All staff will be made aware of a child with these needs, all necessary training provided to staff and access to medical equipment ensured.

Visual Impairment (Including Visual Stress)

Any child with a visual impairment will be appropriately placed in the classroom and suitable material used to accommodate the difficulty.

Hearing Impairment

Any child with a hearing impairment will be appropriately placed in the classroom and suitable material used to accommodate the difficulty.

Dyslexia/Autism/ADHD

Appropriate strategies and materials will be adopted to enable children to be included in all learning and activities.

Physical Needs - dyspraxia, cerebral palsy

All staff will be made aware of a child with physical needs and all necessary training and equipment provided.

Mental Wellbeing

All staff will be made aware of a child who may need support regarding mental wellbeing and nurture staff deployed to support child.

Three Focus Areas

School Curriculum

Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.

School Environment

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

Written Environment

Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Provision Consideration

This plan was based on considering the above needs and considers the below:

- Preparation for entry to school.
- The curriculum - teaching and learning.
- Classroom organisation.
- Timetabling for individual and groups of children.
- Access to site facilities.
- Sports facilities.
- Access to school trips and residential.
- Access to clubs and extended day.
- Access to future buildings.

Curriculum

Aim 2022-2023	Current good practice 2022-2023	Actions to be taken Person Responsible 2022 -2023	Success criteria 2022-2023	Impact of actions of 2021-2022
<p>Increase access to the curriculum for children with a disability, with particular focus on curriculum areas updated this year and on vocabulary.</p>	<p>St Katherine's offers a Scaffolded curriculum for children of all abilities and uses specific resources to ensure children are able to access the curriculum fully.</p>	<ul style="list-style-type: none"> • Adaption/ scaffolding of new curriculum introduced in September 2022. (SENCO/Subject Leaders) • Consistent approach to pre-teaching of key vocabulary. (SENCO) • Key vocabulary highlighted and focused in lessons. (Subject Leaders) • Ensure CPA approach in mathematics – concrete, pictorial and then abstract to meet the needs of all learners. (Math Lead) • Ongoing training for specific staff. (SLT) • PPM meetings identify children's needs and provide CPD as required. (SLT) • As required carry out screening of children to identify needs. (SENCO) • Work alongside professionals to support children's needs. (SENCO/FLO) • Nurture staff continue to offer support across the school. (FLO) • Further develop the role of the Dog Mentor. (DHT) • Monitor duration of certain lessons to meet physical needs. (SENCO) 	<p>All children's needs, including well-being need is:</p> <ul style="list-style-type: none"> - swiftly identified - actions ensure children fully access the curriculum <p>Meaning children make at least expected progress.</p>	<p><u>Target</u> Increase access to the curriculum for children with a disability.</p> <ul style="list-style-type: none"> • Children needing support are clearly identified. • Screening supports next steps. E.g. speech and language screening – lead to focused speech and language support. In school and through external agencies 'Speech Bubble'. • Lessons across the curriculum are adapted/scaffolded to allow all learners to access curriculum. Celebrated in external review June 2022. • Focused training ensures staff are consistent in the approach to school strategies and particular needs. • Nurture staff are embedded in their role. A range of structured/non-structured support means children's needs are met. This is evaluated by nurture staff in the reduction accessing support over the year – showing positive impact. • Dog Mentor successfully embedded into school routines and approaches. Impact is evidenced through case studies, particularly for SEMH need.

Physical

Aim 2022-2023	Current good practice 2022-2023	Actions to be taken Person Responsible 2022 -2023	Success criteria 2022-2023	Impact of actions of 2021-2022
Improve and maintain school environment to meet the needs of all children.	<p>Specific children have equipment, including specialist equipment and classroom positioning arrangements which have been implemented and adapted.</p> <p>Smooth transitions ensure new class teachers aware of children's needs.</p> <p>Consistent expectations of classroom resources and environment.</p>	<ul style="list-style-type: none"> • Relocation of Sensory Circuits room to ensure increased access for all children. • Introduction of Forest School to: <ul style="list-style-type: none"> - Improved physical, emotional, social and spiritual wellbeing. - Improved develop confidence and self-esteem. - Improved team work and communication skills - Greater resilience - overcoming challenges or need to changes plans, builds resilience. <p>The above creating a more positive mind-set within the classroom.</p>	<p>School environment ensures all children's needs are met allowing them to fully access the curriculum.</p>	<p><u>Target</u></p> <p>Improve and maintain classroom environment to meet the needs of all children.</p> <ul style="list-style-type: none"> • Resources (such as writing slopes/wiggle cushions/fidget toys) used effectively to ensure children can access the curriculum. • Well organised classrooms and environments support learning. • Nurture rooms positive impact on pupil engagement. <p>Seen in learning walks, internal reviews and external review June 2022</p>

Written

Aim 2022-2023	Current good practice 2022-2023	Actions to be taken Person Responsible 2022 -2023	Success criteria 2022-2023	Impact of actions of 2021-2022
<p>Improve the delivery of written information to children and parents.</p>	<p>Consistent use of visuals in classroom for support (timetables, task management board etc.)</p> <p>Well labelled classrooms encourage independence of learning.</p> <p>Translation programmes and labelling support children to access information.</p> <p>Open door approach by staff ensure parents confidently access support in completion of forms.</p> <p>Coloured paper helps children with visual stress to record ideas.</p> <p>Stem sentences used to support children communicating their understanding in writing</p>	<ul style="list-style-type: none"> • Knowledge organisers to be introduced across the curriculum to aid access to learning. • Consistent approach to pre-teaching of key vocabulary support children to produce written ideas. • Continued focus on stem sentences across the curriculum to support children communicating their understanding in writing • Ensure a variety of means is used to communicate information and celebration of success to parents. (Newsletter, Facebook, Twitter, stickers, Headteacher awards, attendance awards). 	<p>Visual communication ensures all children can confidently access the learning and school environment.</p>	<p>Target Improve the delivery of written information to children and parents.</p> <ul style="list-style-type: none"> • Consistency of visual timetables reduces child anxiety. • Well labelled classrooms encourages independent learning • Parents recognise they can access support from SLT/FLO on completion of forms around external agencies - positively impacts support that can be offered in school and at home.

Appendix 1 **Section 3: Access audit – Updated December 2022**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Access to school environment	School has accessible areas leading to KS1 and KS2 with no steps.	Ensure there are ramps so do not have to go outside to gain ramp access. Permanent pathways around school allows all weather access.	SLT Site manager	If and when budget allows
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Corridors to be tidy and free from obstructions.	All school staff	On-going
Fire alarms	Currently auditory alarm in place. Some visual beckons around the school.	Visual fire alarms to be installed in new areas of the school and when old areas are being developed.	Site manager SLT	CIF bid
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	When doors are replaced they will be accessible for all.	Site manager SLT	On-going
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained. PEEPS in place for vulnerable children.	Site manager SLT	On-going
Access to Curriculum	Ensure all children can equally access curriculum.	PPM meetings and learning walks monitor curriculum access.	SLT Curriculum Leaders	On-going