ST MARTIN'S CATHOLIC PRIMARY SCHOOL

Accessibility Plan and Disability Equality Statement

St Martin's Catholic Primary School has developed an Accessibility Plan outlining further modifications that cover curriculum, physical access and communication. This plan will cover the period 2016 to 2019.

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 our 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 our school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Discrimination

'A responsible Body' discriminates against a disabled person if;

- For reasons which relate to his / her disability, it treats them less favourably than it treats or would treat others to whom the reason does not or would not apply, and

- It cannot show that the treatment in question is justified.

In line with the Disability and Discrimination Act (2001) School Practice, provision is guided by the Disability and Discrimination Code of Practice for Schools.

Our aim is to work together to tackle disability discrimination and promote equality for all

Visions and Values

St Martin's Catholic Primary School aims to uphold a positive, non-discriminatory approach to disability, as part of its commitment to equal opportunities to primary education and will focus on removing barriers in every area of the life of the school to ensure that disabled pupil, employees and other service users are treated equally.

Admissions

Admissions to St Martin's Catholic Primary School are determined by the Governing Body and are in line with LA admissions procedures. We will not discriminate against any child with a disability and will take all reasonable steps to provide effective educational provision and appropriate modification to the building where necessary.

Pupil Data

At present, academic year 2017/18 we have one pupil in the school who is included in the DDA definition of disability. We consult with local nurseries to gain advance information of pupils with a statement who may also be disabled and through parents who register direct at the school.

Further information regarding the presence of disabled pupils in the school and the pattern of their participation in the life of the school can be found in their individual folders.

Exclusions

LA exclusion procedures are followed to ensure that no disabled child is discriminated against by exclusion whether fixed term or permanent.

Curriculum and Life of the School

At St Martin's Catholic Primary School we ensure that disabled pupils, employees and other service users are not placed at a substantial disadvantage in comparison to pupils, employees, and other service users who are not disabled in accessing the curriculum, daily routines, extra curricular activities and school facilities.

The School recognises its duty to take reasonable steps or adjustments for all disabled pupils, and the School will therefore anticipate needs. The School recognises its duty to consider the broad range of needs and requirements of all pupils, employees and other service users current and future, and accordingly to plan and make changes to policies, procedures and practices, to ensure that disabled pupils will not be placed at a disadvantage.

In making reasonable adjustments and in drawing up accessibility plans to improve access over time, the School will take into account the LA's accessibility strategies, the School's own resources, the health and safety of all pupils, the practicalities of making adjustments and the need to maintain standards for all pupils.

The School will take proactive steps to promote disability equality for pupils, employees and service users by developing and implementing an effective disability equality scheme since December 2007.

We will carry out our functions with due regard for the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination and disability related harassment
- Promote positive attitude towards disabled people and encourage their participation in public life
- Take steps to take into account people's disabilities, even where that involved more favourable treatment.

We endeavour to make the curriculum more accessible by following the good practice detailed in:

- Admissions Policy
- Equal Opportunities (Pupils) Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Race Equality Policy
- Curriculum Complaints Procedure
- School Property Plan
- School Improvement Plan

Accessibility Plan

St Martin's Catholic Primary School uses the 'Identify barriers to Access' checklist (appendix 1) to audit provision and accessibility. The audit will inform the School Accessibility Plan. See appendix 2.

Complaints Procedure

If there are any complaints relating to provision for disabled children, these will be dealt with in the first instance by the Headteacher. The Chair of Governors and/or LA (Children and Young People's Directorate) may be involved at this stage, if necessary. In the case of an unresolved complaint, parents may contact the Special Educational Needs and Disability Tribunal. (SENDIST)

Monitoring

The governors will monitor this policy on a regular basis to ensure no pupils are placed at a substantial disadvantage or treated less favourably. They will monitor the success of the policy and the accessibility plan by the low number of parental concerns raised.

Review

As a working document this document will be subject to continuous review.

Mr P D Hallman
Headteacher

November 2007

Reviewed October 2013

September 2014

Reviewed September 2015

Reviewed September 2016

Reviewed September 2017

IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This list should help to identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.

SECTION 1: How does our school deliver the curriculum?

QUESTION	YES	NO
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✔	
Are our classrooms optimally organized for disabled pupils?	✔	
Do lessons provide opportunities for all pupils to achieve?	✔	
Are lessons responsive to pupil diversity?	✔	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✔	
Are all pupils encouraged to take part in music, drama and physical activities?	✔	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✔	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✔	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical activity?	✔	
Do we provide access to computer technology appropriate for students with disabilities?	✔	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✔	
Are there high expectations of all pupils?	✔	
Do staff seek to remove all barriers to learning and participation?	✔	

SECTION 2: Is our school designed to meet the needs of all pupils?

QUESTION	YES	NO
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with special educational needs and disabilities; including alarms with both visual and auditory components?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	

SECTION 3: How does our school deliver materials in other formats?

QUESTION	YES	NO
Do we 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?		✓
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do we have the facilities such as ICT to produce written information in different formats?	**Large print but no access to Braille**	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

DDA Initial Assessment Framework

1. **Name of School:** **St Martin's Catholic Primary School**

2. **What additional facilities are available in school, for disabled individuals, under the following headings:**

General Physical Access

	Throughout	Part	None
Lift	☐	☐	☑
Stair lift	☐	☐	☑
Ramps	☐	☑	☐
Handrails	☐	☑	☐
Wide Doorways	☐	☑	☐
Automatic Doors	☐	☐	☑
Accessible toilets	☐	☑	☐
A changing bench for toileting	☐	☐	☑
Hoists			
o Moveable	☐	☐	☑
o Fixed	☐	☐	☑

Others – please specify

		Yes or N/A	Partial	No	Your Comments
SECTION 3 – Main School Entrance and Reception					
3.1	**Is there level access at the main school entrance? (NB: A small threshold step no greater than 12mm can be considered level)** **('Yes' = level; 'Partial' = 1 step; 'No' = several steps at the entrance and no alternative ramp)**	✔			
3.2	**If there is a ramp, is it suitable for wheelchair users? (NB: Max gradient 1:12, level landing at top of ramp, handrails.)** **('Yes' = adequate; 'Partial' = minor changes required; 'No' = substantial adaptations required)**	✔			
3.3	**If there are steps, are they suitable for people with walking difficulties?** **(NB: Handrails to both sides or central, contrasting step edges, even rise to each step)** **('Yes' = adequate; 'Partial' = minor changes required; 'No' = substantial adaptations required)**	✔			

SECTION 4 – External Areas				
	Yes or N/A	Partial	No	Your Comments
4.1 Do routes between buildings provide independent access for wheelchair users? (If 'Partial' or 'No', please comment on areas for improvement)	✔			
4.2 What proportion of building entrances have level access for wheelchair users? ('Yes' = >75%; 'Partial' = 25 – 75%; 'No' = < 25%. Please comment on areas for improvement)	✔			
4.3 Is there level access to all unique outdoor areas? (e.g. sports areas, tennis courts, playgrounds, seating areas etc.) ('Yes' = all; 'Partial' = some; 'No' = none)	✔			

SECTION 6 – Emergency Evacuation Plan				
	Yes or N/A	**Partial**	**No**	**Your Comments**
6.1 **What proportion of your building(s) are easy to evacuate by people in wheelchairs?** **('Yes' = >75%; 'Partial' = 25 – 75%; 'No' = < 25%. Please comment on areas for improvement)**	✔			
6.2 **Does your Emergency Evacuation Plan include a strategy for evacuating disabled pupils, staff, visitors and community users?** **(Please note areas for improvement)**	✔			**Person's to be identified to assist when visitor with disability is present.**
6.3 **If you have upper floors, are there means to ensure the evacuation of people with mobility impairments?** **('Yes' = adequate; 'Partial' = minor changes; 'No' = substantial adaptations – please give comments)**	✔			

SECTION 8 – Physical Access to Curriculum Areas and Unique Facilities (where applicable)

	Curriculum Area	Total number of teaching areas	Number which are accessible
8.1	Art		
	Design & Technology		
	Humanities		
	Science		
	Sport **School Hall**	1	✔
	Performing Arts		
	Mathematics		
	English		
	Languages		
	ICT	1	✔
	Library	1	✔
	Other – Please specify	7 Classrooms 1 chapel	✔ ✔

ENHANCED VISUAL ENVIRONMENT

How many classrooms have the following:

Areas lit to 300 lux standard	(Front entrance to school)	**Blinds to windows subject to direct sunlight**	**All**
Corridors and steps areas	**All**	**Specialist toys/equipment (VI pupils)**	**0**
Highlighted edges/steps/doorframes	**All**	**Glare reduced surfaces**	**0**
Tactile trail	**0**	**Signage to 'Paving the Way' standard**	**0**
Multi-sensory room	**0**	**Colour printers**	**All**
Facility to produce Braille materials	**0**	**Scanner**	**All**

Others – please specify

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ACCESSIBILITY PLAN

The Plan is for:

- **Disabled pupils who are in the school now: improving access for them is a matter of planned improvements in addition to reasonable adjustments;**
- **Disabled pupils who are in the school system, but at an earlier Key Stage: good advance information about disabled pupils coming to the school will be important to making reasonable adjustments and to making planned improvements over time;**
- **Disabled pupils who are not yet in the school system, but about whom the local authority and other agencies may have information.**

Over time, the focus should shift significantly from planned improvements for individual pupils to embedding accessibility considerations into everything the school does: in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.

ACCESSIBILITY PLAN   SEPTEMBER 2016 – JULY 2019

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	Enhanced visual environment	Repaint raised edges/steps/doorframes	Clearer and enhanced visual environment	Continuous	Better visibility throughout school

ACCESSIBILITY PLAN   SEPTEMBER 2016 – JULY 2019

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Long Term	Access to Key Stage 2 classrooms	Building a ramp to access to all Key Stage 2 classrooms alongside of school	New ramp	Autumn 2015	Access throughout the school

These two goals were completed 2014 - 2015