ST MARTIN'S CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN

STATUS OF POLICY	STATUTORY
REVIEW INTERVAL	THREE YEARS
DATE POLICY APPROVED	
POLICY APPROVED BY	
SIGNATURE OF APPROPRIATE PERSON	
POSITION	
DATE	

AIMS OF POLICY

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website and paper copies are available upon request.

EQUAL OPPORTUNITIES AND INCLUSION

At St Martin's Catholic Primary we are committed to our mission statement. We value all children and believe all are made in the image and likeness of God. St Martin's Catholic Primary has a distinct Catholic ethos and we are fully inclusive.

We treat all our children and their families with love and respect and we greatly value all as part of our school community. St Martin's Catholic Primary school seeks to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility.

STAFF TRAINING

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

WORKING IN PARTNERSHIP

The school supports any available partnerships to develop and implement the plan. For example

- School Health Service
- Occupational Health Service
- Speech and Language Therapy
- Educational Psychology Service
- Diocese Pastoral Team
- Educational Welfare Service
- St Martin's Catholic Primary church community

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

STAKEHOLDERS

We have included a range of stakeholders in the development of this accessibility plan, including

- Pupils
- Parents
- Governors
- Staff

LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

LINKS TO OTHER POLICIES

This accessibility plan is linked to the following policies and documents:

- Asthma policy
- Critical Incident policy
- Equality Policy (Public Sector Equality Duty)
- Fire Risk Assessment Policy
- Health and Safety Policy
- Learning Outside the Classroom policy
- Special Educational Needs and Inclusion Policy
- Supporting pupils at school with medical conditions

Curriculum and Life of the School
At St Martin's Catholic Primary 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, extracurricular 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 Curriculum
- Complaints Procedure
- School Improvement Plan

MONITORING ARRANGEMENTS

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body in conjunction with the head teacher following input from all stakeholders.

ACCESSIBILITY AUDIT

The school will carry out an annual audit in relation to accessibility appendix 1

ACTION PLAN

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This plan incorporates the school's intention to increase access to education for disabled pupils. Following any audit, an action plan will be completed, appendix 2

St Martin's Catholic Primary School	Date: 11/10/20222
Person Carrying Out Audit: C Ming and T Evison	

A - APPROACH and CAR PARKING

Consider each question from the perspective of each type of disability:

- Wheel Chair
- Visual
- Ambulant
- Dexterity
- Auditory
- Comprehension

Tick the Y or N column as appropriate and add notes if necessary. A mark in the N column indicates that the element should be given consideration in the Action Plan (Appendix 2)

		Y	N	Notes
A01.	Is the building within convenient distance of a public highway?	X		
A02.	Is the building within convenient distance of public transport?	X		
A03.	Is the building within convenient distance of car parking?	X		
A04.	Is the route clearly marked/found?	X		
A05.	Is the route free of kerbs?		X	There is one dropped kerb
A06.	Is the surface smooth and slip resistant?	X		
A07.	Is the route wide enough?	X		
A08.	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	X		
A09.	Is it adequately lit?	X		
A10.	Is it identified by visual, audible and tactile information?	X		Visuals but not audible and tactile
A11.	Is there car parking for people with reduced mobility?		X	Car parking space at the front of school can be allocated if required.
A12.	Is the car parking clearly marked out, signed, easily found and kept free from misuse?		X	Part of the car park used to be playground and still has markings as such
A13.	Is the car parking as near the entrance as possible?	X		
A14.	Is the car parking area suitably surfaced?	X		
A15.	Is the route to the building kept free of snow, ice and fallen leaves?	X		
A16.	Is the route level? (ie. no gradient steeper than 1:20 and no steps)	X		

B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

Consider each question from the perspective of each type of disability:

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the Action Plan (Appendix 2)

		Y	N	Notes
B01.	Is there a ramp, with level surfaces at top/intermediate/bottom? (delete)	X		Ramp in the car park
B02.	Is it wide enough and suitably graded?	X		
B03.	Is the surface slip resistant?	X		
B04.	Are there kerbs and are there edges protected to prevent accidents?	X		
B05.	Are there handrails to one or both sides? (delete)	X		
B06.	If a permanent ramp (or regraded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?			NA
B07.	Are there (alternative) steps? (delete)	X		
B08.	Identified by visual/tactile information?		X	
B09.	Are there handrails to one or both sides? (delete)	X		
B10.	Are ramps and steps adequately lit?	X		
B11.	Are treads and risers consistent in depth and height?	X		
B12.	Are all nosings marked and/or readily identifiable? (delete)	X		
B13.	Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)			NA
B14.	If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? see checklist E, sheets 8 and 9			N/A

C – ENTRANCES, INCLUDING RECEPTION

Consider each question from the perspective of each type of disability:

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the Action Plan (Appendix 2)

		Y	N	Notes
C01.	Is the door clearly distinguishable from the facade?	X		
C02.	If glass is it visible when closed?	X		
C03.	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? (delete)	X		
C04.	Does it have a level threshold,	X		
C05.	Is there visibility through the door/way from both sides at standing and seated levels? (delete)	X		
C06.	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	X		Furniture would have to be moved
C07.	Can the door furniture be used at both standing and seated height? (delete)	X		
C08.	Can it be easily grasped and operated?	X		
C09.	If the door has a closer mechanism does it have:			NA
	(a) delayed closure action?			
	(b) slow-action closer?			
	(c) minimal closure pressure?			
C10.	If the door is power-operated does it have visual and tactile information?			N/A
C11.	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?		X	Outside buzzer is within reach of people with sensory or mobility impairments. Exit access is not accessible to people with a mobility issue – it is at a height for safeguarding reasons, but the emergency release is.
C12.	If there is a lobby, do the inner and outer doors meet the same criteria?	X		
C13.	Do lobby layouts enable all users to clear one door before going through the next?	X		
C14.	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?	X		
C15.	Does the lighting installation take account of the needs of visually disabled people?	X		

C16.	Are floor surfaces:			
	(a) slip-resistant, even when wet?	X		Slip resistant but not non-slip
	(b) of a quality that is sympathetic to acoustics – i.e. not so "hard" as to cause acoustic confusion?	X		
	(c) firm for wheelchair manoeuvre?	X		
C17.	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	X		
C18.	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	X		
C19.	Is it fitted with an induction loop?		X	
C20.	If public telephone is available (say at reception, is it, and its instructions):			N/A
	(a) at a height suitable for all users?			
	(b) equipped with inductive coupling?			
C21.	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?	X		

D – HORIZONTAL MOVEMENT AND ASSEMBLY

Consider each question from the perspective of each type of disability:

Tick the Y or N column as appropriate and add notes if necessary.
A mark in the 'N' column indicates that the element should be given consideration in the Action Plan (Appendix 2)

		Y	N	Notes
D01.	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	X		
D02.	Is each corridor, etc, free from obstruction to wheelchair users and from hazards to people with impaired vision?	X		
D03.	Do any lobbies allow users, (inc. w.ch. users) to clear one door before approaching the next with minimal manoeuvre?	X		
D04.	Is turning space available for w.ch. users?	X		
D05.	Do natural and artificial lighting avoid glare and silhouetting?	X		
D06.	Are there visual clues for orientation?	X		
D07.	Do floor surfaces:			
	(a) allow ease of movement for wheelchair users?	X		
	(b) avoid light reflection and sound reverberation?	X		
D08.	Do textured surfaces convey useful information for people with impaired vision?		X	
D09.	Are direction or information signs (inc means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	X		
D10.	Are there tactile signs and information for those with impaired vision?		X	
D11.	Is the maintenance of these items checked regularly?	X		
D12.	Is lighting designed to meet a wide range of needs?	X		
D13.	Is sufficient circulation space allowed for wheelchair users?	X		
D14.	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	X		
D15.	Are seating arrangements/spaces suitable for use by people with visual disabilities?	X		
D16.	Are all areas for assembly/meeting equipped with an induction loop system?		X	
D17.	If the use of an induction loop system is precluded is an infra-red system in place?		X	
D18.	Is the functioning and operation of the induction loop or infra-red system checked regularly?		NA	
D19.	Are telephones fitted with inductive loop couplers?		X	
D20.	Is a minicom available for use by people with hearing disabilities?		X	

E – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

Consider each question from the perspective of each type of disability:

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the Action Plan (Appendix 2)

		Y	N	Notes
E01.	Is the location of any step/stairs/ramp clearly indicated by use of sign/colour/contrast/texture fighting?		X	
E02.	Does any step/stairs/ramp have a handrail to one/both side(s), and do(es) it/they extend 300mm beyond the top and bottom of any flight? (delete)		X	
E03.	Is any level change clearly lit?	X		
E04.	Is the pitch (risers & treads) of step/stairs or any ramp consistent, and are nosings clearly identifiable? (delete)	X		
E05.	If there are landings are they large enough to permit passing and turning manoeuvres, and are they provided in any long flight?			NA
E06.	Is any short rise within a single storey ramped; if so is the ramped surface indicated, and is it slip-resistant?	X		
E07.	Are all ramp gradients easily negotiated? [Range length 3m max = 1 in 12, 6m max = 1 in 26, 10m max = 1 in 20]	X		
E08.	If a permanent ramp cannot be provided (perhaps a listed Building) can a moveable ramp be made available?			NA
E09.	Are steps available as an alternative to any ramp or ramped surface?		X	
E10.	Where level change is less than a full storey in height is a power-operated system appropriate? (Platform Lift/Stairlift/Lift - see 11, 12 & 13)? (delete)	X		
E11.	Platform Lift (delete)		X	
	(a) Are the controls at both levels identifiable, and reachable from sitting and standing levels? (delete)			
	(b) Is the platform adequate for wheelchair use and manoeuvre.			
	(c) In the event of a power failure does the platform return to lower level?			
	(d) Is the equipment maintained and its operation checked regularly?			

E12. Stairlift (delete)		X	NA single storey building
(a) Are the controls at all levels identifiable, and reachable from sitting and standing levels? (delete)			
(b) Is the platform adequate for wheelchair use and manoeuvre?			
(c) Is approach convenient and safe at all appropriate landings? (delete)			
(d) Does the stairlift have a 'Soft-Start' action?			
(e) When not in use is the platform powered to fold away to avoid obstruction?			
(f) In the event of a power failure does the platform return to lower level?			
(g) Is the equipment maintained and its operation checked regularly?			
E13. Lift		X	
(a) Is the lift's location clearly defined by visual and tactile information? (delete)			
(b) Are controls at all floors visible, identifiable and reachable from sitting and standing levels? (delete)			
(c) Is there adequate, unobstructed space at each floor lift entry for wheelchair manoeuvre?			
(d) Does the lift door open widely enough for wheelchair user access?			
(e) Does door operation allow slow entry and exit?			
(f) Do the lift car internal dimensions allow sufficient space for a wheelchair user and carer? (delete)			
(g) Does the car have appropriate support rails?			
(h) Are the lift car controls. inc. emergency call, located within reach of all users and with visual and tactile information?			
(i) Is there audible floor indication?			
(j) Is the lift an 'Evacuation Lift? (see section J – MEANS OF ESCAPE)			
(k) Is the lift regularly maintained and its functional operation routinely checked?			

F - DOORS

Consider each question from the perspective of each type of disability:

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the Action Plan (Appendix 2)

		Y	N	Notes
F01.	Do the doors serve a functional/safety purpose? (delete)	X		
F02.	Can they be readily distinguished?	X		
F03.	If glass, are they visible when shut?	X		
F04.	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? (delete)		X	
F05.	Does the clear opening width permit wheelchair access?	X		
F06.	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	X		
F07.	Is any door furniture/handle at a height for standing/sitting use? (delete)	X		
F08.	Are door/handles clearly distinguished?	X		
F09.	Can the door furniture/handles be easily operated/grasped? (delete)	X		
F10.	If door closers/mechanisms are fitted do they provide the following: (delete)			NA
	(a) security linkage?			
	(b) delay-action closure?			
	(c) slow-action closure?			
	(d) minimum closure pressure?			
F11.	Is door/mechanism function checked regularly?			

G - LAVATORIES

Consider each question from the perspective of each type of disability:

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the Action Plan (Appendix 2)

		Y	N	Notes
G01.	Is WC provision made for people with disabilities?	X		
G02.	Do all lavatory areas have slip-resistant floors?	X		
G03.	Are they easy to distinguish by colour contrast from walls?		X	Door is the same colour as walls
G04.	Are all fittings readily distinguishable from their background?	X		
G05.	Are all door fittings/locks easily gripped and operated?	X		
G06.	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	X		
G07.	Is provision made for wheelchair users? If so:	X		
G08.	Is wheelchair approach free of steps/narrow doors/obstructions, etc? (delete)	X		
G09.	Is the location clearly signed?	X		
G10.	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	X		
G11.	Are the door fittings/locks and light switches easily reached and operated?	X		
G12.	Is there an emergency call system and is someone designated to respond?	X		
G13.	Can the emergency call system be operated from floor level?	X		
G14.	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? (delete)	X		
G15.	Are the fittings arranged to facilitate these manoeuvres?	X		
G16.	Are hand washing and drying facilities within reach of someone seated on the WC?	X		
G17.	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	X		
G18.	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	X		
G19.	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/ occasional storage, etc., and is any difficulty caused by the activity of service contractors? (delete)	X		
G20.	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?		X	

H – FIXTURES AND FITTINGS

Consider each question from the perspective of each type of disability:

Tick the Y or N column as appropriate and add notes if necessary

A mark in the 'N' column indicates that the element should be given consideration in the Action Plan (Appendix 2)

		Y	N	Notes
H01.	Is any servery/counter accessible to all users, including those with hearing impairments?		X	
H02.	If the building has fixed seating is there also associated spaces for wheelchair users and at regular intervals on long routes?			NA
H03.	Is it possible for wheelchair users and people with other disabilities to approach and use all vending machines/drinking water dispensers, etc?	X		Located in the staff room
H04.	Is it possible for people with disabilities to serve as volunteers?	X		
H05.	Are all fittings readily distinguishable from their background?	X		
H06.	Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	X		
H07.	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	X		
H08.	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		X	
H09.	Are all relevant locations clearly signed?	X		

I - INFORMATION

Consider each question from the perspective of each type of disability:

Tick the Y or N column as appropriate and add notes if necessary
A mark in the 'N' column indicates that the element should be given consideration in the Action Plan (Appendix 2)

		Y	N	Notes
I01.	Is the building equipped to provide hearing assistance?		X	
I02.	Does lighting installation of the building take into account the needs of people with visual disabilities?	X		
I03.	Is there a tactile plan or diagram of the building?		X	
I04.	Are there large-print versions of information about the building/activities available?		X	
I05.	Is there 'braille' information available for people with visual disabilities?		X	
I06.	Is there an 'audio' version of information about the building available?		X	
I07.	Where there are staff available in the building at information/refreshment facilities, are they trained in communication with people with physical and sensory disabilities?	X		
I08.	Where a payphone is provided does it have a hearing aid coupler?			NA
I09.	Are all relevant locations clearly signed?	X		

J – MEANS OF ESCAPE

Consider each question from the perspective of each type of disability:

Tick the Y or N column as appropriate and add notes if necessary
A mark in the 'N' column indicates that the element should be given consideration in the Action Plan (Appendix 2)

		Y	N	Notes
J01.	Is there a visible as well as audible fire alarm system? (delete)	X		
J02.	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	X		
J03.	Is evacuation from upper and lower levels possible using an evacuation lift/platform lift with a protected power supply? (delete)			NA
J04.	If people with disabilities cannot evacuate from the building independently are designated and signed refuges available?			N/A
J05.	If refuges are available are they equipped with 'carry chairs'?			N/A
J06.	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?			N/A
J07.	Is the evacuation strategy checked regularly for its effectiveness?	X		
J08.	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? (delete)	X		

	Y	N	Notes
J09. Are all fire warning devices and detectors checked routinely and regularly?	X		

K – Training and the Curriculum

Consider each question from the perspective of each type of disability:

Tick the Y or N column as appropriate and add notes if necessary A mark in the 'N' column indicates that the element should be given consideration in the Action Plan (Appendix 2)

	Y	N	Notes
K01 Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	X		
K02 Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X		
K03 Do all staff seek to remove all barriers to learning and participation?	X		
K04 Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	X		
K05 Are all children and young people encouraged to take part in music, drama and physical activities?	X		
K06 Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	X		
K07 Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X		
K08 Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	X		
K09 Do you provide access to appropriate technology for those with disabilities?	X		
K10 Is furniture and equipment selected, adjusted and located appropriately?	X		
K11 Is appropriate furniture & equipment provided to meet the needs of individual pupils?	X		
K12 Do furniture layouts allow easy movement for pupils with disabilities?	X		
K13 Are quiet /calming rooms available to children who need this facility?	X		

Appendix 2: Accessibility Action Plan (following audit)

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. SBSP's or EHCP are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Ensure all staff (teaching and non-teaching are aware of disabled pupil's curriculum access. Ensure staff have appropriate training for delivering the curriculum to a pupil with a specific disability. All school visits and trips to be accessible to all pupils. Review curriculum areas and planning to include disability issues.	Continue with rigorous system of setting and reviewing SBSP/EHCP. Share with all involved with pupils including outside agencies when appropriate. Review training needs in line with SBSP / EHCP As part of planning and risk assessments for trips ensure venues are accessible to all – put the necessary adjustments in to place to ensure access for all pupils. Include reference to disability issues in all curriculum policies and reviews	SENCo HT Class Teacher Subject Leaders	As required	All staff are aware of individual needs and able to cater for them. Increased confidence of staff All pupils able to access trips and take part in a range of activities. Increased resources used to promote disability awareness.

| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required. This includes:

• Ramps to main entrance

• Corridor width suitable for wheelchair access

• Disabled parking bays available

• Disabled toilets and changing facilities

• Library shelves at wheelchair-accessible height

• Light switches at accessible height. | To be aware of the access needs of disabled children, staff, governors and parents, carers

Ensure the school staff & governors are aware of access issues | a) to create access plans for individual disabled children as part of the SBSP/EHCP process. b) to ensure staff and governors can access areas of school used meetings c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. d) circulate information to relevant staff on Access to Work scheme | HT SENCo

Class Teacher | | SBSP's/EHCPs are in place for disabled pupils, and all staff are aware of pupils' needs. children. Staff and Governors are confident that their needs will be met.

Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school. Access to Work Information in Staff

Volunteers/students /supply staff are aware of needs of SEN children at all times |
| | | Maintain safe access for visually impaired people | Maintain yellow paint on step edges regularly Check exterior lighting is working on a regular basis Put black/yellow hazard | Site manager

Health and safety | | Visually impaired people feel safe in school grounds. Yellow edges to be |

			tape on poles at end of play	officers		re-done as needed

			equipment to help visually impaired child as required			throughout the school year.
		Ensure all disabled people can be safely evacuated Ensure there are enough fire exits around school that are suitable for people with a disability	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b)Ensure all staff are aware of their responsibilities in evacuation Ensure staff are aware of need to keep fire exits clear.	SENCO All Staff HT		All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily
		Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice on appropriate equipment if this becomes necessary	All Staff		All children have access to the curriculum

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Dyslexia friendly paper • Pictorial or symbolic representations	Signage around school to be in other languages and braille if that becomes required Inclusive discussion of access to information in all parent/teacher annual meetings	Plans for a welcome sign in reception – English Polish and Spanish, Mandarin, Tamil We will place braille signs to the right of all doors if we have a visually impaired member of the school community Ask parents about preferred formats for accessing information e.g. braille, other languages Translation Tool to be added to website to allow multilingual access Begin to use matt laminating pouches to reduce glare	HT/SENCo		ALL People feel they are welcome in school Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all