



Accessibility plan

Mission Statement

Walking in Theresa's Little Way

Mission Statement

Our mission is to deliver an outstanding and distinctive Catholic education with Christ at the heart of our community.

Together, we share and celebrate our faith whilst respecting and learning from other traditions and cultures.

We aim to prepare all for the global community of the 21st century, reflecting the ever changing world in which we live, work and have our being.

We acknowledge the unique value of each person.

Through mutual support, and in partnership with the home and parish communities, we nurture everyone to become the best they can be.

We strive for excellence in all we do.

Ratified by Governing Body: 10 November 2016

To be reviewed: November 2017

Accessibility plan

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Schools Ethos, Vision and Values

At St. Theresa's we are committed to ensuring equality of education and opportunity for all pupils and staff. We aim to develop a culture of inclusion and diversity in which all people are able to participate fully into school life. Our admissions policy does not discriminate against any pupils and the achievement of all pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of any child or adult within our school community.

Other policies which go alongside the Accessibility policy include:

- SEND Policy
- Single Diversity Policy
- Safeguarding Policy

Comment on:

- *Requirement under the Equality Act 2010 for schools to have an accessibility plan*
- *Purpose of the plan*
- *Definition of disability according to the Equality Act 2010*
- *School aims and values*
- *How the plan links to other documentation and policies*
- *How the plan will be shared*
- *Internal and external monitoring procedures*
- *The plan's focus on the physical environment, curriculum, and written information*
- *Training*
- *Supporting partnerships to help develop and implement the plan, for example with the local authority, trust or federations*
- *Complaints procedures*

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|---|---|---------------------------------------|--|--|
| Increase access to the curriculum for pupils with a disability | <p>We are totally inclusive in all our practice regardless of any disability. An example of this was when we took a severely disabled child to Whitby even though he had seriously limited mobility; he accessed the trip at all levels... we do not see any disability as a barrier to learning. Other children who even have temporary disabilities e.g. broken limbs are still able to access all levels of the curriculum and classroom spaces due to the provision of the lift and Evac-chairs.</p> <p>EHCs are prepared for those children who require additional support and this includes making all reasonable adjustments to the curriculum including providing where possible 1:1 support; case studies are available on request.</p> <p>Provision for our autistic children is outstanding; they take part in all aspects of learning and achieve very well from their starting points; case studies are available on request.</p> | <p>Medium and Long term objectives/aims:</p> <p>Ensure that there are NO barriers to learning in our school.</p> <p>Ensure that all children have equal access to the curriculum and to all activities.</p> <p>Ensure that we continue to work closely with all agencies involved in the our most vulnerable pupils' education including healthcare professionals, social workers and parents/carers.</p> <p>Short term objectives:</p> <p>Ensure that enough staff are trained in first aid and in how to use the Evac-chairs.</p> <p>Ensure that planning on EVOLE takes into account all children's needs especially those with additional needs</p> | <p>Training on the Evac-Chairs to be undertaken by members of support staff to ensure that enough staff are available to move vulnerable pupils from every area of the school.</p> <p>Staff to rehearse taking children (even those without impairment) down the stairs during fire drills so as to be ready in the case of a live emergency.</p> <p>Another member of staff is 3 day first aid trained to replace LM who left in Nov 2016.</p> | <p>First Aiders: ST, KK</p> <p>JH</p> | <p>End of Sept 2016</p> <p>Jan 2017.</p> | <p>Evidence of all pupils being included in all activities... see SENCo for case studies.</p> <p>Parents report that they feel their vulnerable pupils are included in all activities and they perceive few or no barriers to learning.</p> <p>Reasonable adjustments are made to include all pupils in all aspects of school life.</p> <p>Sufficient staff are trained in first aid (3 day training) and in how to use the Evac-chairs.</p> |

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| | <p>Reasonable adjustments are always made for children with visual or hearing impairments so that they can engage fully with the full NC; see case studies. (AMS)</p> <p>PE practice is always as inclusive as possible too including reasonable adjustments for swimming, multi-skills and other sports. Equipment has been purchased in the past to allow wheelchair users to access games and PE.</p> | <p>Ensure that curriculum resources are easily accessible to all pupils including those with Visual or Hearing Impairments (VI;HI)</p> <p>We do not currently have any wheel-chair bound pupils.</p> | <p>Phonic ear (Radio mic) to be purchased for child in Y1. No VI chn at present.</p> | <p>AMS/SN</p> | <p>Nov 2016</p> | <p>Radio Mic is purchased. (£1000)</p> |
| <p>Improve and maintain access to the physical environment</p> | <p>The following physical facilities help with access and egress to and from our school building and site:</p> <ul style="list-style-type: none"> • Ramped access to all parts of the building • A lift to all floors • Evac-chairs on every floor and at every egress point • Disabled parking bays in school • Blue badge/Permit holders are allowed to access the school carpark at the end of the school day • Access around school is aided by double doors at key points which are wide enough for wheelchair access. • A hygiene suite is available for pupils with medical needs including a shower, massage bed, panic alarm and accessible toilet. • Disabled toilet for both children and adults with ease of access for wheelchair users; accessible toilet, panic alarm, lowered sink and appropriate | <p>Medium and Long Term Objectives/Aims:</p> <p>All areas of the school are completely accessible to all pupils, parents/carers and visitors.</p> <p>Access and egress to the site is as easy as possible for those with limited mobility including those by entering and leaving by vehicular access.</p> <p>Toileting and cleansing facilities are provided for disabled pupils and visitors.</p> <p>Ensure sufficient staff are trained in how to use the Evac-chairs</p> <p>Short Term Objectives:</p> <p>Ensure annual servicing takes place of all aspects of accessible facilities.</p> <p>Ensure that there are</p> | <p>Servicing of all facilities to take place annually including:</p> <ul style="list-style-type: none"> • Lift • Evac-Chairs • Toilet alarms • Emergency lighting <p>All facilities to be checked weekly by DT on his walk-rounds and by MN/CW on their H/S walk-rounds</p> <p>Training to take place for staff to use the Evac-chairs.</p> <p>Practice using the Evac-chairs during fire evacuations</p> | <p>DT</p> <p>JP</p> <p>JH</p> <p>MN/CW</p> <p>ST/KK</p> <p>DT/JH</p> | <p>Annually</p> <p>Weekly and termly</p> <p>Autumn 2016</p> <p>Termly</p> | <p>Servicing takes places and all facilities are safe and in working order</p> <p>Adequate numbers of staff are trained in how to use Evac-chairs and have practiced their use on at least a termly basis.</p> <p>All areas of the school remain accessible to all levels of need.</p> |

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| | <p>sanitary ware and taps for all levels of disability.</p> <ul style="list-style-type: none"> • Changing bed (electronically controlled) for Nursery • Provision of specialist SEND chairs for Down Syndrome Pupils | <p>sufficient staff trained in how to use the Evac-chairs and that this is reported to the HT</p> <p>Explore feasibility of placing the adjustable changing bed in the existing shower/kitchen area in Nursery (remove existing storage and creating a new resources cupboard)</p> | <p>JLR/Nursery staff to explore possibilities and get GVFM on physical changes and also seek grant for bed from LCC officers/health</p> | <p>JLR/JH</p> | <p>Completed by end Autumn Term 2016</p> | <p>Works completed (£1000 for chairs; £2000 for bed (hopefully a 50% grant); £500 for building alterations)</p> |
| <p>Improve the delivery of written information to pupils</p> | <p>When required we provided enlarged scripts to our VI pupils. Please see SENCo for case studies.</p> <p>Pupils with dyslexia are provided with coloured paper, reading rulers and different coloured IWB screens to aid their learning.</p> | <p>ALL objectives:</p> <p>All pupils who need reasonable adjustments to be made are catered for in school. This is monitored by the SENCo and delivered by class teachers.</p> | <p>Enlarged scripts provided for those who need them.</p> <p>Coloured reading rulers are provided for dyslexic readers.</p> <p>Teachers are sensitive to the needs of dyslexic pupils when preparing resources.</p> | <p>AMS</p> <p>All staff</p> | <p>Ongoing</p> | <p>Pupils who need reasonable adjustments made for them have them made and continue to thrive in school.</p> |

Section 3: Access audit

| Feature <i>For example:</i> | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---------------------------------------|--|--|---------------------------|-------------------------------------|
| Number of storeys | Three storeys | DT to inspect whole school on a daily basis to check for faults and safety issues; report anomalies to HT | DT/JH | Daily |
| Corridor access | Corridors to be protected by electronic access points controlled by fobs | Installation to be completed as soon as possible following fire safety audit | JH/DT/JP | End September 2016 |
| Lifts | There is one lift in the centre of school. | Annual servicing and R&M | JP/DT | Annually |
| Parking bays | There are four disabled parking bays in school. | Ensure that they are clearly marked and used only by blue badge holders. | JH/SLT | Daily |
| Entrances | Several entrances into school; all controlled access points | None | JH/DT | Weekly inspections |
| Ramps | There are ramped accesses to every main door into school | Weekly/daily inspections to ensure that they are safe | DT/JH | At least weekly inspections |
| Toilets | There are toilets including disabled toilets all around the school. | Daily cleaning and inspections of toilets; report faults to JH/JP for R&M | DT and team | Daily |
| Reception area | Main reception; Nursery Reception and F2 Reception. | These are all controlled access points into school. No one can enter these access points without being let in by an adult. | DT/JH | Daily inspections |
| Internal signage | Internal signage is up to date for all aspects of health and safety including all fire doors, fire exits and toilets. | Careful thought has been given to signage around school and there is a lot given the size and scope of the building. | DT/JH | Weekly inspections |
| Emergency escape routes | There are emergency routes in all areas of the school and these are clearly demarcated by signage and lit by emergency lighting. | Weekly checks to be made including weekly fire-alarm checks during school day. Annual servicing to take place. | FT/JH/JP | Weekly tests and visual inspections |

*All facilities in the school are inspected and monitored by CW and MN on a termly basis as part of the Health and Safety Walk-round/inspection.

Audit and Plan completed by:
John Hutchinson
Head
Autumn Term 2016.