

CATTON GROVE PRIMARY

Accessibility Plan



Approved by:

Martin Willis

Date: 01.09.24

Last reviewed on:

September 2024

Next review due by:

September 2025

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	4
4. Monitoring arrangements	9
5. Links with other policies	9
Appendix 1: Accessibility audit	10

1. Aims

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.

At Catton Grove we value *all* members of our school community, and strive to provide a welcoming, positive environment, offering a stimulating, challenging and nurturing curriculum enhancing the learning of all; both children and adults, regardless of ability, race or gender. We aim to work together – parents, staff, Governors and children – for the benefit of *all* those who come to our school, including those with additional needs.

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

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

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

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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><i>Our school offers an adapted and scaffolded curriculum for all pupils.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</i></p> <p><i>Care plans are written where needed to support the individual needs of pupils of Catton Grove Primary School.</i></p>	<p><i>Long term</i></p> <p><i>Medium term</i></p> <p><i>Long term</i></p> <p><i>Medium/long term</i></p>	<p><i>Children's individual needs are planned for and incorporated into the daily classroom teaching plans.</i></p> <p><i>To continue with CPD through staff meetings and training to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them</i></p> <p><i>To ensure that individual needs are planned for and that adjustments are made to ensure accessibility.</i></p>	<p><i>To be reviewed by SLT, SENDCO and class teachers.</i></p> <p><i>SENDCO</i></p> <p><i>SENDCO</i></p>	<p><i>On going</i></p> <p><i>On going</i></p> <p><i>When needed.</i></p>	<p><i>Increased access to an appropriate curriculum for all pupils.</i></p> <p><i>Increased access to an appropriate curriculum for all pupils.</i></p> <p><i>Increased access to an appropriate curriculum for all pupils.</i></p>

<p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>All out-of-school activities are planned to ensure the participation of the whole range of pupils wherever possible.</i></p> <p><i>To ensure classrooms are optimally organised to promote the participation and independence of all pupils.</i></p>	<p><i>Long term throughout the academic year.</i></p> <p><i>Termly</i></p> <p><i>Long term</i></p> <p><i>Termly</i></p>	<p><i>To track and monitor pupil progress as outlined in the school assessment policy.</i></p> <p><i>Pupil Progress meetings and Parent meetings.</i></p> <p><i>To track and monitor pupils' individual targets to ensure the are accessing the curriculum using an IEP system.</i></p> <p><i>All out-of-school activities will be conducted in an inclusive environment Where possible with providers that comply with all current and future legislative requirements.</i></p> <p><i>Review and implement a preferred layout of furniture and equipment to support</i></p>	<p><i>Class Teacher</i></p> <p><i>SENDCO/ Class teacher</i></p> <p><i>SLT/SENDCO/Class teacher</i></p> <p><i>Class teacher</i></p>	<p><i>On going</i></p> <p><i>On going</i></p> <p><i>On going</i></p> <p><i>At the start of the academic year/ at the on-entry point of a pupil with access arrangements</i></p>	<p><i>Pupil Progress meetings. Parent meetings.</i></p> <p><i>Pupil Progress meetings. Parent meetings.</i></p> <p><i>Increase in access to all school activities such as trips out, residential visits, extended schools' activities and sporting events for all pupils.</i></p> <p><i>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils as these would</i></p>
--	---	--	--	---	---

	<p><i>Resources are tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>To deploy Teaching Assistants effectively to support pupils' participation.</i></p> <p><i>Training for Governors in terms of Raising Awareness of Disability Issues.</i></p>	<p><i>Termly</i></p> <p><i>Long term</i></p> <p><i>Long term</i></p>	<p><i>the learning process in individual class bases.</i></p> <p><i>Review children's individual targets and ensure that resources are provided and/or tailored to meet their individual needs.</i></p> <p><i>Provide training for governors.</i></p>	<p><i>SENDCO/Class Teacher/Teaching assistants/ Specialist support teachers.</i></p> <p><i>SLT/SENDCO</i></p> <p><i>SLT/SENDCO</i></p>	<p><i>that need to be made.</i></p> <p><i>On going</i></p>	<p><i>have been made prior. More time available for pupils to participate in curriculum activities.</i></p> <p><i>Resources support children accessing the full curriculum at Catton Grove Primary School.</i></p> <p><i>All pupils are supported to achieve their full potential.</i></p> <p><i>Society will benefit by a more inclusive school and social environment.</i></p>
<p>Improve and maintain access to the physical environment</p>	<p><i>Signage</i></p>	<p><i>Long term</i></p>	<p><i>Consider locating colour and tactile signs</i></p>	<p><i>SLT/SENDCO</i></p>	<p><i>Ongoing</i></p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p>

	<i>Contrasting colours of door furniture to aid visibility</i>	<i>Long term</i>	<i>Replace and upgrade on rolling programme.</i>	<i>Site Team</i>	<i>Ongoing</i>	<i>The environment is adapted to the needs of pupils as required.</i>	
	<i>Library shelves at wheelchair-accessible height</i>	<i>Long term</i>	<i>Staff to be aware of mobility and H&S issues</i>	<i>School Librarian</i>	<i>Ongoing</i>		
	<i>Improve classroom furniture layouts to increase access</i>	<i>Long term</i>	<i>Assess annually depending upon classroom use</i>	<i>SLT/Year Leaders and class teachers.</i>	<i>Ongoing</i>		
	<i>Disabled parking bays</i>	<i>Long term</i>	<i>Ensure access to these for people who require the use of them.</i>	<i>Site Team.</i>	<i>Ongoing</i>		<i>Parking is available for people who require support accessing the school.</i>
	<i>Disabled toilets and changing facilities</i>	<i>Long term</i>	<i>Staff to be aware of mobility and H&S issues</i>	<i>SLT/Year Leaders and class teachers.</i>	<i>Ongoing</i>		
	<i>Corridors- Remove trip hazards Observe fire exit routes</i>	<i>Long term</i>	<i>Staff to ensure that corridors are kept clear and uncluttered.</i>	<i>SLT/Year Leaders and class teachers.</i>	<i>Ongoing</i>		<i>Corridors are kept clear and accessible.</i>

Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Different languages</i> 	<i>Long Term</i>	<i>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</i>	SENDCO	When needed.	<i>Delivery of information to disabled pupils and parents improved.</i>
	<p><i>Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need.</i></p>	<i>Long Term</i>	<i>Training on SCLN functional and managing SALT plans as required. Other training as required.</i>	SENDCO	When needed	<i>Awareness of target group raised. School is more effective in meeting the needs of pupils.</i>

4. Monitoring arrangements

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

It will be approved by the governing board

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	Site all one level	No action		
Corridor access	Easy and wide	No action		
Lifts	No lifts on site	No action		
Parking bays	2 marked disabled bays at front	No action		
Entrances	Wide and easy open at front of school	If person in wheelchair on site. A member of staff will be with them at all times due to safe guarding and swipe cardlocks on all doors	Office staff	On going
Ramps	Where needed on playground	No action		
Toilets	5 accessible on site	No action		
Reception area	Large, clear and with access to disabled toilet	To be kept clear	GC	On going

Internal signage	Universal Symbols. Unobstructed.	Checked regularly	Site team	On going
Emergency escape routes	Clearly marked	Checked regularly	Site team	On going