

## **Catherington C of E Infant School**

### **Accessibility Policy 2022-25**

#### **Our Vision**

The vision of Catherington C of E Infant school, is that all pupils, families, staff and members of our wider community are treated fairly and with respect, regardless of any disability.

Our vision is to ensure that all pupils can access not only the curriculum, teaching and learning but school clubs and activities, play and lunchtimes, PE sessions and off site trips. We aim to ensure all information is accessible to pupils and families and will promote positive attitudes towards disabled people; actively encouraging participation by disabled children in all aspects of school life.

#### **Our Key Objectives**

The key objectives of Catherington C of E Infant School's Accessibility Plan is to provide a framework for integrating disability equality into school life, so as to reduce and eliminate barriers to accessing the curriculum and to promote full participation in the school community for pupils with a disability. This includes improvements and adjustments to the physical environment and the enhancing of staff continued professional development; providing training regarding the needs of disabled people and how to provide assistance to enable them to enjoy school experiences as fully as possible.

#### **Legislation**

All schools are required, under the Equality Act 2010, to have an accessibility plan.

This Accessibility and Action Plan sets out how the school and Governing Body will improve the equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA (Disability Discrimination Act 1995) to cover education, so since 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 reasons related to their disability
- To improve access to the physical environment of the school by adding specialist facilities and physical aids in order for pupils with a disability to access education as necessary
- To increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their peers. This includes improving the delivery of written information to pupils, staff, parents and visitors with a disability

*The Equality Act 2010 defines an individual as disabled if he has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled student.*



| Key Task   | Actions  | How will impact be judged?   | Budget & Timescale   | Responsible   | Interim Monitoring   | Evaluation   | Impact on standards and achievement  |
|--|--|--|--|---|--|--|--|
| Increase access to the curriculum for pupils with a disability   | <ul style="list-style-type: none"> <li>Offer a differentiated curriculum, tailored around the child's needs (including sensory and physical)</li> <li>Ensure resourcing and provision are tailored to the needs of pupil</li> <li>Ensure the physical environment and set up allows the pupil to have full access to the curriculum</li> </ul> | The curriculum is reviewed to ensure it meets the needs of all pupils        | At regular intervals throughout the year   | CT<br>SLT   | Planning scrutiny by SENDCo  | Access to teaching and learning is equal for all pupils regardless of a physical need  | All children are accessing the curriculum and are making good or better progress |
| Improve, maintain and make adaptations to the school setting as necessary, in order that pupils, their families, visitors and members of the wider community | <ul style="list-style-type: none"> <li>Purchase specialist resourcing</li> <li>Set up relevant intervention groups</li> <li>Make physical adaptations sch as hand rails, ramps etc</li> <li>Involve the relevant STA services</li> </ul>   | Monitoring of the school site, grounds and provision by STA (for example VI) | Ongoing and where there is a new entrant with a need that is not already being catered for | Site manager<br><br>Health and Safety Lead and linked governor<br><br>Specialist Teacher Advisory Service | Review of the school site and grounds against the Health and Safety Policy | The school site and grounds is safe and accessible by all, regardless of a disability<br><br>The STA is involved and advice sought is being embedded i.e. Braille machine, | All children can move easily and safely around the school site and grounds       |



| are able to access the full school site regardless of a disability |   |   |                     |   |   | hand rails, toilet frame etc  |  |
|--|---|---|---------------------|---|---|---|--|
| Key Task   | Actions   | How will impact be judged?  | Budget & Timescale  | Responsible   | Interim Monitoring  | Evaluation  | Impact on standards and achievement  |
| Adapt the delivery of information to pupils with a disability      | Ensure there are a range of methods in place to enable all to access information, regardless of a disability <ul style="list-style-type: none"> <li>• Audio</li> <li>• Sign</li> <li>• Enlarged print</li> <li>• Pictorial or symbolic representations</li> <li>• Braille</li> </ul>      | Ensure, by asking, that pupils with a disability have an understanding of the information shared with them                  | Throughout the year | SLT<br>CT<br>Specialist Teacher<br>Advisory Service | Questionnaires or similar to ascertain parental perspective | All pupils and families can easily access information                                       | All children and families attend school events because they are fully aware of them and the site allows access |
| Improve staff knowledge and understanding of pupils' disabilities  | <ul style="list-style-type: none"> <li>• Share SEND register alongside guidance around the four areas of SEND need</li> <li>• Regular guidance provided to staff via SENDCo/STA</li> <li>• CPD for staff focused on developing knowledge</li> <li>• SMSC Curriculum for pupils</li> </ul> | SENCO to observe the delivery of specialist provision and regularly monitor performance of pupils through the interventions | SENDCo time         | SENDCo<br>SLT                                       | Staff audit of knowledge and practice                       | Staff practice is tailored to the need of the child and the child can access the curriculum | All children are accessing each element of school life successfully regardless of a disability                 |

**This plan should be viewed alongside the following school policy documents:**

- **Special Education Needs and Disabilities Policy**
- **Local Offer**
- **School Development Plan**

The implementation of this policy is monitored by the Headteacher and by governors, to evaluate its execution and effectiveness. The policy is to be reviewed by staff and governors every three years, or earlier if needed.