

# Accessibility Plan



Cathedral Primary School

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

### **Access to the curriculum and participation in school activities**

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.

#### **The school has already:**

- Provided training and support for Teaching Assistants in supporting children with working memory issues and speech and language needs
- Where staff are working with children who have medical needs they are trained in how to address these needs. Where appropriate, hospital staff will meet with school staff to provide specific training
- Ensured all staff are aware of and able to use SEN software as appropriate
- Risk assessments for residential trips take into account children's specific needs. Where appropriate a plan is put in place taking into account the views of the child, staff and parents.

#### **During 2017-20 the school plans to:**

- Provide training and support for Teaching Assistants in supporting children with dyslexia, ASD and speech and language needs
- Audit the accessibility of the curriculum and participation in school activities to ensure pupils with a disability can participate fully

## **Access to the Physical Environment**

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community

### **The school has already:**

- Provided disabled access to the school by installing a ramps where appropriate
- Installed a disabled toilet and shower
- Provide specialist hardware and software for the use of pupils with a hearing impairment
- Replaced the sound system in use for assemblies, presentations to parents and children's performances

### **During the 2017-20 the school plans to:**

- Review and improve, where necessary, signage for people with a visual impairment
- Audit physical provision for children with learning needs including hearing impairments and ASD. Act on the findings of the audit.

## **Access to Information**

This involves improving the delivery of information to any member of the school community who has a disability

### **The school has already:**

- Ensured that signage for exits etc. uses non written symbols (such as running man) to clarify meaning
- Provided information to parents and carers about organizations and groups which work with and support the families of children with disabilities
- Produce newsletters on line and offer the option of alternative formats, e.g. large print or a paper copy

### **During the 2017-20 the school plans to:**

- Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate
- Email letters to parents

### Access to the Curriculum 2017-2020

Area	Current Barrier	Objective	Actions	Time-Scale
<b>Support Staff</b>	Some members of Support Staff have requested refresher training in order to support children with ASD, dyslexia, speech and language needs	Identify and seek to address those barriers to learning	Train support staff in supporting children with ASD, dyslexia, SALT and other relevant areas for need. Training to include peer observation sessions.	Spring Term 2018 annually thereafter
<b>School trips</b>	Some school trips may not always be suitable for pupils with disabilities	Ensure that consideration has been given to pupils with disabilities	To plan school trips which include all pupils and that a pre-trip visit includes careful consideration of provision for pupils in the class with disabilities.	When planning all school trips
<b>Early years</b>	A number of children in Early Years are entering Nursery / Reception with speech and language needs	To ensure that EYFS have access to provision which develops and supports their speaking, language acquisition and understanding	Training will be provided to all staff in EYFS on ways to continue to develop a language rich environment	Spring Term 2018 annually thereafter

**Access to the Physical Environment 2017-2020**

<b>Area</b>	<b>Current Barrier</b>	<b>Objective</b>	<b>Actions</b>	<b>Time-Scale</b>
<b>Whole School</b>	People with a visual impairment might not be able to navigate the layout of the school	Review and improve, where necessary, signage for people with a visual impairment	Train support staff in supporting children with ASD, dyslexia, SALT and other relevant areas for need. Training to include peer observation sessions.	Spring Term 2018 annually thereafter
<b>Whole School</b>	School leaders want to ensure physical provision for children with learning needs is as effective as possible	Audit physical provision for children with learning needs including hearing impairments and ASD.	SENCo and external H& S provider to contribute to audit.  Act on the findings of the audit.	Spring Term 2018 annually thereafter

**Access to Information 2017-2020**

<b>Access to Information 2017-2020</b>				
<b>Area</b>	<b>Current Barrier</b>	<b>Objective</b>	<b>Actions</b>	<b>Time-Scale</b>
<b>Website</b>	Not all parents appear to be able to access information on the school website.	To identify what the barriers are and seek to remove them	Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate	Spring Term 2018 annually thereafter
<b>Communication with Parents</b>	Some parents prefer to receive information digitally	To use new MIS to send letters to parents via email and important information via text	Consult with parents on how they would rather receive information	Spring Term 2018 annually thereafter