



ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

ACCESSIBILITY POLICY

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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.

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, staff, governors and East Sussex School Improvement Services as well as any other appropriate external stakeholders as deemed necessary.

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.

An audit of the accessibility of the building

This identifies and prioritises access issues around the physical environment. It also suggests strategies for achieving targets that can be reflected in a revised accessibility plan and shared with the local authority. This is routinely completed throughout the year by the H&S Officer and Premises Manager.

Improving access to the curriculum

Support, advice, and training on these issues can be sought from a number of services within the local authority and voluntary and community groups, including the School Improvement Service, Equalities officers, Special Educational Needs Team, Psychology, and Learning Team, East Sussex Disability Association and the DARE foundation (Disability and Rehabilitation Education).

Improving the accessibility of information of disabled children to staff and parents/ carers

We will consider what is needed to respond to the needs of our current Pupils and the needs of future disabled Pupils. We will also consider the access needs of staff and parents/carers.

Links with other policies

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

- Risk assessment policy;
- Health and safety policy;
- Equality policy;
- Special educational needs (SEN) information report;
- Supporting pupils with medical conditions policy.

Action plan:

Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Success criteria
School is aware of the access needs of disabled children.	Create access plans for individual disabled children dependant on cohort.	On-going	SENCO, H & S Officer, Business and Premises Manager.	Personalised plans in place (Health Care Plans) for all disabled pupils (physically disabled, hearing and visually impaired) and all staff aware of all pupils' access needs.
School staff are better aware of access issues for all Pupils.	Provide information on disability equality for all staff. CPD sessions teaching/non-teaching staff as and when required.	Termly information updated on SEND register.	SENCO	Raised confidence of staff and governors in commitment to meet access needs.
All building work has considered East Sussex Accessibility guidance.	Share East Sussex accessibility toolkit with relevant personnel and contractors.	On-going	Headteacher/governing body/ H & S Officer, Business and Premises Manager.	<ol style="list-style-type: none"> 1. On-going improvements in access to all areas when undertaking routine and maintenance works. 2. Any new developments to the structure of the building complies with accessibility guidance
Improve signage and external access for visually impaired people.	Replace external light bulbs immediately when 'blown'. Paint white stripes on edge of all external steps.	On-going On-going	Premises Manager Premises Manager	Needs of those with visual impairment are met. Access around the site is easier for all. This has already been completed for this academic year.

<p>Ensure that all disabled pupils can be safely evacuated.</p>	<p>Put in place Personal Emergency Evacuation Plans for all children, as required.</p> <p>Develop a system to ensure all staff are aware of their responsibilities.</p>	<p>On-going</p>	<p>Pastoral, Director of Finance, Premises & Admin teams.</p> <p>Headteacher/governing body</p>	<p>All disabled children and staff working with them, are safe and confident in event of fire.</p>
<p>Designated disabled person's parking bays with access to reception and rear access.</p>	<p>Spaces clearly identifiable.</p>	<p>Annual check</p>	<p>Premises Manager</p>	<p>Accessible parking bay for disabled staff/visitors.</p>

Improving access to the curriculum

Targets	Actions	Timescale	Responsibilities	Success\ criteria
1. Increase confidence of staff in differentiating the curriculum for those Pupils with specific difficulties e.g., speech and language and severe dyslexia.	a) CPD opportunities for developing staff skills in differentiation and quality first teaching.	Department meetings sessions throughout the year.	SENCO / SLT T&L Team	Raised confidence and use of strategies for differentiation and increased Pupil participation.
2. Ensure all staff have access to training on disability issues, as and when required.	a) To be included in CPD/staff meetings.	Department meetings sessions throughout the year.	SENCO/ SLT T&L Team	Raised confidence and use of training by staff.
3. Ensure all staff have good knowledge of SEND Pupils and how best to support them.	a) Ensure pupil passports are available to all staff electronically, using SIMS and in Learning Support documents area. Send regular email updates to staff with Pupil concerns and useful information through Friday Forum.	On-going	SENCO	All SEND Pupils have good access to their curriculum in all lessons.

Improving access to information

Targets	Actions	Timescale	Responsibilities	Success criteria
1. Review information to parents/carers to ensure it is accessible.	a) Ask parents/carers about access needs, when a child is admitted to school. b) Be aware of all Pupils who may require letters in alternative format.	On-going	SENCO	All parents getting information in a format that they can access e.g. recorded, large print, braille and translated?
2. Staff to provide information to Pupils in alternative formats e.g. enlarged print, use of icons, recordings.	a) Provide information to Pupils in alternative formats.	On-going	SENCO HoD	Staff produce routine information to Pupils in more accessible ways.

Appendix 1: Accessibility audit led and actioned by the H&S committee.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access		Keep corridors clear and clutter free	Premises Team	On-going
Lifts		Keep lifts regularly serviced and in working order	Premises Team, via contractor	On-going
Entrances		Keep entrances clear and clutter free		
Toilets	Five access-enabled toilet facilities			
Internal signage		Ensure suitable and well maintained	Premises Team	On-going
Emergency escape routes	Clearly marked in each classroom/office			
Skywalk				