# School Access Plan 2023-26

*(Addendum to the School Development Plan 2023-2026)*

**Key Aims**

To increase and eventually ensure for pupils with a disability that they have:
- total access to St Mary's Catholic School environment, curriculum and information and
- full participation in the school community.

**Principles**
- Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  o Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  o Not to treat disabled pupils less favourably
  o To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  o To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- St Mary's Catholic School….
  o recognises and values the young person's knowledge/parents' knowledge of their child's disability
  o recognises the effect their disability has on his/her ability to carry out activities,
  o respects the parents' and child's right to confidentiality
- We provide all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

**Increasing Access for disabled pupils to the school curriculum**

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

**Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

**Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, coloured backgrounds/overlays, textbooks, Audio books, reader pens and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

**Financial Planning and control**

The Headteacher, SLT and the finance officer will review the financial implications of the accessibility plan as part of the normal budget review process.

# SECTION ONE: Accessibility Plan

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES (WITHIN SPECIFIED TIMEFRAME) | ACTIONS | PERSON RESPONSIBLE | SUCCESS CRITERIA |
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| Lessons and learning are accessible and provide challenge for all | Training for staff on specific learning needs as appropriate<br><br>Reasonable adjustments to the curriculum and environment to meet the needs of learners<br><br>Adaptation of the curriculum and lesson content to ensure accessibility for learners<br><br>Availability of written material in alternative formats such as Reader pens, Firefly, audio text books, coloured paper/overlays etc | Annual review in School Development Plan (RAG rated termly)<br><br>Risk Assessment ahead of student with specified need starting the school.<br><br>CPD for staff on specific needs are arranged as required | Learning walks with accessibility to the curriculum as a focus<br><br>Half-termly (more regular as required) SEND register updates.<br><br>Reasonable adjustments as required | SENCO<br><br>SLT<br><br>Estates Manager<br><br>Subject Leaders | Staff feel confident in adapting work for individuals with specific needs<br><br>All students are able to access the learning and are therefore engaged in their work<br><br>Staff know their students' needs and are confident in providing for individual needs e.g. access arrangements, photocopies, coloured paper or reader pens.<br><br>Positive student outcomes so that gaps due to individual needs or accessibility are overcome<br><br>All students are able to flourish, making positive progress in relation to their target grades (T30)<br><br>All students are engaged in their learning and enjoy their lessons because they are able to access the work and feel appropriately challenged<br><br>Students are confident and self-assured learners and their progress is substantial and sustained<br><br>All students with a disability will be able to participate academically in the school's curriculum through the adaption of the lessons in line with their needs. This includes adjusting the resources, tasks, outcomes and physical setting (where necessary) in accordance with the Equality Act. All information which is readily accessible to pupils who do not have a disability, will equally be available to students with a disability. |

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| All students able to access their education despite their special educational need or disability or temporary physical impairment | Re-timetabling of classes where a student needs ground floor or lift access<br><br>The school offers support through reasonable adjustments and adaptations of timetables where a pupil is unable to physically attend school (see SEND policy 2023 and SEND information report)<br><br><br>Audit of extra curricular clubs and activities to ensure integrated approach for all learners for social | **Ongoing**, as required – led by inclusion and pastoral teams as appropriate | Communication and joined up thinking at pastoral support days, half termly.<br><br>Breakfast Bite sessions on rotation to ensure effective personalised CPD for all class teachers of individual named children. | Pastoral Support Team<br><br>Inclusion Team | All students are enabled to access an education appropriate to their needs regardless of special educational need or disability or temporary physical impairment<br><br>All students are able to access the curriculum<br><br>All students have access to clubs, trips, extra-curricular events to build their pupil personal development opportunities and experience.<br><br>The school will improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and its benefits.<br>The school will review the facilities and/or services provided and offered by the school in line with the need of the Individual learners |

| | and pupil personal development. | | | | |
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| All staff to be aware of all of the learning and physical needs of the students that they teach or who are in their form groups | Circulation of baseline data by Pastoral Leaders, Data Manager and the SEND register is always available to staff, is updated monthly and actively distributed to staff by the Learning Manager and SENDCo.<br><br>Email communication updates for named individuals with adapted plans if required. | **Short Term**<br><br>**At the beginning of each academic year or when a student's needs change or a new student is admitted to the school (responsibility of the Pastoral Leader, Learning Manager; SEND)** | Monthly updates on SEND register with QFT and reasonable adjustments | SENCO and Learning Manager<br><br>Curriculum Leaders | Staff have all the information to help them to plan with appropriate provisions, adaptation and consideration of the curriculum and environment.<br><br>Resulting in positive student outcomes where any potential gaps due to accessibility are minimal or closed<br><br>Lesson observations and learning walks identify quality first teaching and comprehensive reasonable adjustments across the curriculum.<br><br>All students make progress and achieve a minimum of their TG<br><br>All students are engaged in their learning and enjoy their lessons because they are able to access the work and feel appropriately challenged |
| Curriculum offer meets the needs of all students at all Key Stages | Curriculum review: looking at lower school options. Upper school vocational courses (e.g Health and Social Care), curriculum structure and other options such as | **Medium Term**<br><br>**Consideration at curriculum reviews each year** | Curriculum review<br><br>Continued modification of interventions and support in lower school.<br><br>Continued consideration and modification of | Senior Leadership Team<br><br>SENCO and Learning Manager<br><br>Pastoral Leaders<br><br>Curriculum Leaders | The curriculum offered in years 7-11 meets the needs of all students and prepares them adequately for life beyond school. Personalised curriculum offer following IAGs enables effective post 16 progression.<br><br>School results show that all students are able to meet or exceed their TG in all subjects at all levels. |

| | Functional Skills; personalised and targeted provision where required. | | curriculum offer in upper school and KS5 to meet needs of school population E.g. Media Studies and Performing Arts course at KS5 | | |
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| To ensure that resources are equitably distributed around the school, including accessible areas | Consideration to be given to the positioning of new resources (such as interactive whiteboards) such that ground floor and other accessible areas are resourced | **Medium Term**<br><br>**As resources are allocated.** | Mapping of school resources | Deputy Headteacher, site staff | No teaching area is left without a share of resources in accessible rooms.<br><br>Students with limited mobility have access to teaching areas that are well resourced |
| To ensure that as many areas of the school as possible are accessible | Identification of areas where ramps and handrails could be fitted and allocation of budget for this. Planned use of capital budget to ensure accessibility. | **Medium Term**<br><br>**Ensure that adaptations are made for new entrants in advance of start.** | Mapping of school facilities | Deputy Headteacher, site staff | Physical accessibility of the school is improved<br><br>Wheelchair access is good in all identified areas |
| To develop areas within the school that support pupils with sensory | Spaces are available in the school library, the | **Long Term**<br><br>**To develop a variety of flexible spaces across the** | Environment survey<br><br>Pupil voice survey | SENCO and inclusion team | Designated sensory reducing spaces available for students around the school. |

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| processing needs with reducing levels of stimulation. | lodge and the pastoral corridor.<br><br>Demand is increasing and sixth formers have specifically requested areas which are less busy and stimulating. | **school site which can be used to support EBSA pupils and students with sensory processing needs.**<br><br>**To provide safe spaces which support engagement in learning and where required re-integration to the school setting.**<br><br>**To increase students sense of belonging.** | Development of a pupil led action group, including students across the school profile.<br><br>Actions from these to be taken forward on accessibility plan review. | Pastoral Team including pastoral support officers | Enabling students to feel safe spaces are available and accessible to them when required for regulation.<br><br>Resulting in positive student outcomes where any potential challenges with engagement due to sensory overload in a school environment are minimal.<br><br>Increased attendance due to the designated areas to support those EBSA pupils on reduced timetables or reintegrating to the school environment. |

# SECTION TWO: Site audit

**School access and Car Parking**

|  | Question | Yes | No | Action point/Notes |
|---|---|---|---|---|
| 1 | Is the building within convenient distance of a public highway? | Y | | |
| 2 | Is the building within convenient distance of public transport? | Y | | |
| 3 | Is the building within convenient distance of car parking? | Y | | |
| 4 | Is the route clearly marked/found? | Y | | |
| 5 | Is the route free of kerbs? | Y | | |
| 6 | Is the surface smooth and slip resistant? | Y | | |
| 7 | Is the route wide enough? | Y | | |
| 8 | Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections? | Y | | |
| 9 | Is it adequately lit? | Y | | |
| 10 | Is it identified by visual, audible and tactile information? | | N | One child visual impairment has an LSA with him at all times and all kerbs etc and edges are painted in yellow paint. |
| 11 | Is there car parking for people with reduced mobility? | Y | | |
| 12 | Is the car parking clearly marked out, signed, easily found and kept free from misuse? | Y | | |
| 13 | Is the car parking as near the entrance as possible? | Y | | |
| 14 | Is the car parking are suitably surfaced? | Y | | |
| 15 | Is the route to the building kept free of snow, ice and fallen leaves? | Y | | Snow plan in place and site inspections happen every morning. |
| 16 | Is the route level? (ie no gradient steeper than 1:20 and no steps) | Y | | |

**Routes, Playground and external level change including ramps and steps**

|  | Question | Y | N | Action Point/Notes |
|---|---|---|---|---|
| 1 | Is there a ramp, with level surfaces at top/intermediate/bottom? | Y | | |
| 2 | Is it wide enough and suitably graded? | Y | | |
| 3 | Is the surface slip resistant? | Y | | |
| 4 | Are there kerbs and are there edges protected to prevent accidents? | Y | | All kerbs are indicated with yellow paint. |
| 5 | Are there handrails to one or both sides? | Y | | |
| 6 | Are there (alternative) steps & ramp | Y | | |
| 7 | Identified by visual/tactile information? | Y | | |

| | Question | Y | N | Action Point/Notes |
|---|---|---|---|---|
| 8 | Are there handrails to one or both sides? | Y | | All step access have hand rails at both sides. |
| 9 | Are ramps and steps adequately lit? | Y | | |
| 10 | Are treads and risers consistent in depth and height? | Y | | |
| 11 | Are all nosings marked and/or readily identifiable? | Y | | All painted with yellow paint for ease of identification |
| 12 | Are landings of adequate size and are they provided at intermediate levels in long flights? | Y | | |

## Entrances – including Reception

| | Question | Y | N | Action Point/Notes |
|---|---|---|---|---|
| 1 | Is the door clearly distinguishable from the façade? | Y | | |
| 2 | If glass is it visible when closed? | Y | | |
| 3 | Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy? | Y | | |
| 4 | Does it have a level or flush threshold, and a recessed matwell? | | N | Where there is not a recessed matwell appropriate doormats are in place for wet weather |
| 5 | Is there visibility through the doorway from both sides at standing and seated levels? | Y | | |
| 6 | Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing? | Y | | |
| 7 | Can the door furniture be used at both standing and seated height? | Y | | |
| 8 | Can it be easily grasped and operated? | Y | | Corridor internal doors have magnetic fastening |
| 9 | If the door has a closer mechanism does it have: <br> • Delayed closure action? <br> • Slow-action closer? <br> • Minimal closure pressure? | Y | | |
| 10 | If the door is power-operated does it have visual and tactile information? | Y | | Sensor opening door in A block |
| 11 | If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments? | Y | | |
| 12 | If there is a lobby, do the inner and outer doors meet the same criteria? | Y | | |
| 13 | Do lobby layouts enable all users to clear one door before going through the next? | Y | | |
| 14 | Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels? | Y | | |

| | | Y | N | |
|---|---|---|---|---|
| 15 | Does the lighting installation take account of the needs of visually disabled people? | Y | | |
| 16 | Are floor spaces<br>&bull; Slip resistant, even when wet?<br>&bull; Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion?<br>&bull; Firm for wheelchair manoeuvre | Y | | |
| 17 | Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion? | Y | | |
| 18 | Is any reception point suitable for approach and use from both sides by people in standing and seated positions? | Y | | |
| 19 | Is it fitted with an induction loop? | | N | Two students with hearing impairments who wear hearing aids. Loop system is not required at present. |
| 20 | For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model? | Y | | |

## Horizontal Movement and Assembly

| | Question | Y | N | Action Point/Notes |
|---|---|---|---|---|
| 1 | Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass? | Y | | |
| 2 | Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision? | Y | | |
| 3 | Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre | Y | | |
| 4 | Is turning space available for wheelchair users? | Y | | |
| 5 | Do natural and artificial lighting avoid glare and silhouetting? | Y | | |
| 6 | Are there visual clues for orientation? | Y | | Map in each corridor |
| 7 | Do floor surfaces:<br>&bull; Allow ease of movement for wheelchair users?<br>&bull; Avoid light reflection and sound reverberation? | Y | | |
| 8 | Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision? | Y | | |
| 9 | Are there tactile signs and information for those with impaired vision? | Y | | |
| 10 | Is the maintenance of these items checked regularly? | Y | | |

| | | Y | N | Action Point/Notes |
|---|---|---|---|---|
| 11 | Is lighting designed to meet a wide range of needs? | Y | | |
| 12 | Is sufficient circulation space allowed for wheelchair users? | Y | | |
| 13 | Is it maintained clear of obstructions which could create hazards for people with visual disabilities? | Y | | |
| 14 | Are seating arrangements/spaces suitable for use by people with visual disabilities? | Y | | |
| 15 | Are all areas for assembly/meeting equipped with an induction loop system? | | N | Not required for our sound system in Hall or Hume |

**Doors**

| | Question | Y | N | Action Point/Notes |
|---|---|---|---|---|
| 1 | Do the doors serve a functional/safety purpose? | Y | | |
| 2 | If glass, are they visible when shut? | Y | | |
| 3 | Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door? | Y | | |
| 4 | Does the clear opening width permit wheelchair access | Y | | |
| 5 | On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate? | Y | | |
| 6 | Is any door furniture/handle at a height for standing/sitting use? | Y | | |
| 7 | Are door/handles clearly distinguished? | Y | | |
| 8 | Can the door furniture/handles be easily operated/grasped? | Y | | |
| 9 | If door closers/mechanisms are fitted do they provide the following:<br>• security linkage?<br>• delay-action closure?<br>• Slow-action closure?<br>• Minimum closure pressure? | Y | | |
| 10 | Is door/mechanism function checked regularly? | Y | | |

**Toilets**

| | Question | Y | N | Action Point/Notes |
|---|---|---|---|---|
| 1 | Is WC provision made for people with disabilities? | Y | | |
| 2 | Do all lavatory areas have slip-resistant floors? | Y | | |
| 3 | Are all fittings readily distinguishable from their background? | Y | | |

| | | Y | N | Action Point/Notes |
|---|---|---|---|---|
| 4 | Are all door fittings/locks easily gripped and operated? | Y | | |
| 5 | Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles? | Y | | |
| 6 | Is provision made for wheelchair users in disabled toilets? | Y | | |
| 7 | Is wheelchair approach free of steps/narrow doors/obstructions etc? | Y | | |
| 8 | Is the location clearly signed? | Y | | |
| 9 | Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening? | Y | | |
| 10 | Are the door fittings/locks and light switches easily reached and operated? | Y | | |
| 11 | Is there an emergency call system and is someone designated to respond? | Y | | |
| 12 | Can the emergency call system be operated from floor level? | Y | | |
| 13 | Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance? | Y | | |
| 14 | Are the fittings arranged to facilitate these manoeuvres | Y | | |
| 15 | Are handwashing and drying facilities within reach of someone seated on the WC? | Y | | |
| 16 | Is the tap appropriate for use by someone with limited dexterity, grip or strength? | Y | | |
| 17 | Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC? | Y | | |
| 18 | Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors? | Y | | |
| 19 | If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach? | Y | | |

**Fixtures and Fittings**

| | Question | Y | N | Action Point/Notes |
|---|---|---|---|---|
| 1 | Is any server/counter accessible to all users, including those with hearing impairments? | Y | | |
| 2 | Is it possible for people with disabilities to serve as volunteers? | Y | | |

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| 3 | Where there are display stands, bookstalls etc are they visible/reachable/accessible by people with disabilities? | Y | | |
| 4 | In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities? | Y | | |
| 5 | In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps? | Y | | |
| 6 | Are all relevant locations clearly signed? | Y | | |

**Information**

| | Question | Y | N | Action Point/Notes |
|---|---|---|---|---|
| 1 | Is the building equipped to provide hearing assistance? | Y | | Consideration of Hume Theatre and Hall for events with microphone and sound system |
| 2 | Does lighting installation of the building take into account the needs of people with visual disabilities? | Y | | |
| 3 | Are there large-print versions of information about the building/activities available? | Y | | |
| 4 | Is there braille information available for people with visual disabilities? | | N | The school does have a brail machine and can make copies of information if required. |

**Means of Escape**

| | Question | Y | N | Action Point/Notes |
|---|---|---|---|---|
| 1 | Is there a visible as well as audible fire alarm system? | Y | | |
| 2 | Are final exit routes as accessible to all, including wheelchair users, as are the entry routes? | Y | | |
| 3 | Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures? | Y | | |
| 4 | Is the evacuation strategy checked regularly for its effectiveness? | Y | | |
| 5 | Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors? | Y | | |
| 6 | Are all fire warning devices and detectors checked routinely and regularly | Y | | |