



**Catshill Middle School and Catshill First School &
Nursery**

Accessibility Plan

Reviewed: September 2023

Next Review: September 2025

Signature: *Rakel Kerma* Chair of Committee

Date: 12.09.23

1. Introduction

Schools' duties around accessibility for disabled pupils.

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the Governing Body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA 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 make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

1.1.1 At Catshill Middle School and Catshill First School & Nursery we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

Catshill Middle School and Catshill First School & Nursery aims:

- Providing a safe, stimulating and challenging environment
- All pupils feeling valued, fulfilling their potential and discovering enjoyment in their learning
- Acknowledging, celebrating and rewarding achievements
- Promoting social, spiritual and emotional development
- Encouraging all pupils to accept responsibility for their own learning and to have high expectations
- Offering interesting experiences of cultural diversity
- Encouraging high standards of work and behaviour, regular attendance, good punctuality and smart appearance
- Developing pupils learning skills so they can be confident, resilient and independent learners
- Ensuring continuity of educational provision through maintaining strong links with other schools
- Supporting each other and encouraging teamwork

1.1.2 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

3. Catshill Middle School and Catshill First School & Nursery is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Equality
- Special Educational Needs (SEN)

4. This plan considers the following three areas as identified in the introduction:

4.1 Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation

4.2 Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

4.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

5. Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The Pupil Support Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Chadsgrove Special School Outreach Team

6. Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Catshill Middle School and Catshill First School & Nursery.

7. Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	HoS HT	Staff aware of services available through LA. Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.	Contact details & cost of translation / adaptation	In place & ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents.
Training for teachers on differentiating the curriculum and effective communication with parents	SENCo HoS HT	Staff training and meetings with parents of SEN pupils carried out.	Training time during each school year. Sharing of best practice	In place & ongoing	Increased access to the curriculum. Needs of all learners met. Parents fully informed.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCo HoS HT	Alphasmart word processors for pupils with specific recording difficulty. Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Staff trained as appropriate.	Specialist equipment as listed. Links with Chadsgrove Special School as required.	In place & ongoing	Increased access to the curriculum. Needs of all learners met.
Provision of wheelchair accessible toilets	SBM HT	Maintain a wheelchair accessible toilet.	Build into maintenance budget. Available at CFSN since 2012.	In place & ongoing	Physical accessibility of school increased.

Fit grab rails where necessary to aid movement around school	SBM HT	Maintain grab rails around school site.	Build into maintenance budget and link with Chadsgrove Outreach Team.	In place & ongoing	Accessibility of school and play areas increased. Physically impaired pupils able to access all areas.
Access into school to be fully compliant	SBM HT	Designated disabled parking. Clear route through school for disabled people, allowing access to all areas.	Build into maintenance budget as required.	In place & ongoing	Physical accessibility of school increased.
Improve signage to indicate access routes around school	SBM HT	Signs indicate disabled parking bays and wheelchair friendly routes around school.	Cost of signs	Ongoing	Disabled people aware of wheelchair access to all parts of the school.
Improve educational experiences for visually impaired pupils	SBM HT	Ensure blinds in all classes are effective.	Maintenance costs. Check regularly on Premises Health and Safety Tours.	Ongoing	Teaching aids, white boards etc. more easily seen and learning experiences of pupils enhanced.
Maintain safe access around exterior of school	SBM HT	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in Ground's Maintenance contract	Ongoing	Disabled people to move unhindered along exterior pathways.