



# Le Cateau

## Community Primary School

### Accessibility Policy and Plan 2016 - 2019

#### **Purpose of Policy and Plan**

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

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 Equality Act definition of disability covers physical disabilities, learning disabilities and sensory or other mental impairments.

#### **Section 1: Policy and Procedure**

##### **Le Cateau School Values**

At Le Cateau School we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

##### **Le Cateau School Aims**

- To provide a safe, secure, stimulating and supportive atmosphere where each child is valued.
- To nurture children towards positive self-worth, self-confidence as learners and to help each to mature socially and emotionally.
- To secure an inclusive learning environment and to support individual pupils with special educational needs and/or disabilities.

**Key priorities:**

- Provide safe access throughout the school for all school users.
- 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.
- 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.

**How this document relates to other documentation and procedures:**

As stated above, Le Cateau Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Equality Policy
- Special Educational Needs Policy & SEN Information Report
- Medical Conditions Policy
- Safeguarding Policy and arrangements
- Health & Safety Policy
- Intimate Care Policy
- Staff related policies, e.g. risk assessments, e-safety agreements etc.

This plan itself will also be used to advise and inform other school planning documents and policies.

**How this policy and plan is shared and implemented**

This plan can be accessed in the policies section on the school website. Hard copies can be obtained by contacting the school office. There are regular consultations with parents/carers in order to address specific needs and ensure that suitable provisions are made. Such provisions are subsequently reflected in this plan.

Le Cateau has varying levels of pupil mobility. In order to ensure that transition arrangements between schools, (in addition to provision arrangements within school), are robust and efficient the admin team and the Deputy Head Teacher/SENDCo dedicate a significant proportion of their role to liaising directly with a range of professionals and outside agencies. These include:

- Advisory Teacher for Hearing Impaired
- Physical Disabilities Specialist Teacher
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Autistic Spectrum Condition (ASC) Outreach Team
- Mill Hill and Alverton Communication and Interaction EMS
- Bedale EMS
- Educational Psychologists
- Advisory Team for SEND/SPA Service
- Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)
- Children and Adolescent Mental Health Service (CAMHS)
- Child Development Centre (CDC)
- GPs and paediatricians
- Healthy Child Team – including specialist nurses for specific conditions
- Healthy Choices Team
- ADHD Nurse
- Emergency Services
- Prevention Services/Children's Social Care
- Virtual School for Looked After Children

## **Roles and Responsibilities**

At Le Cateau School we believe that every member of our school community has a responsibility to ensure that we maintain an inclusive ethos for all pupils. However there are specific roles within the school allocated to support pupils with additional and/or different needs.

In accordance with the SEND policy, it is a duty of *all* staff to identify, assess and arrange suitable support for pupils with special educational needs and/or disability. However the SENDCo is responsible for leading and co-ordinating provision. Please refer to the schools SEND policy for specific details of this role.

The school's governors, teachers, teaching assistants, admin members and midday supervisors have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disabilities such as cerebral palsy
- Specific medical conditions including asthma, eczema, ADHD & diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Communication and interaction conditions such as Autistic Spectrum Condition (ASC)
- Speech, language and communication needs (SLCN)
- Allergies
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders, e.g. fetal alcohol syndrome
- Profound and multiple difficulties including specific genetic disorders, e.g. congenital heart condition

**Facilities and support currently on offer from within the school include:**

- Designated areas and support for 1:1 or small-group work
- Pastoral support i.e. two learning mentors
- Support from the SENDCo and SEND Administrator
- 'In house' advice, assessment and support from Speech and Language Therapist once a week
- Speech & Language teaching assistants for S&L intervention, inc. social Communication
- Bilingual language support i.e. Nepali and German speaking teaching assistants
- SEAL small group work (Social and Emotional Aspects of Learning)
- ELSA trained teaching assistants
- Makaton sign language
- Hearing Support assistant
- iPads / access technology
- Range of literacy and maths interventions – including online learning
- Specific Learning Difficulties (SpLD) interventions, e.g. Beat Dyslexia, Toe by Toe
- HLTA teaching assistat with SEND specialism
- Narrative therapy/Talk Boost
- Advanced teaching assistant with ASC specialism

- ASC support tools/approaches e.g. TEACCH; visual prompts, multi-sensory adaptations, ASC friendly classrooms
- Talk and Draw – art therapy
- Alternative/adaptive arrangements for lunch time
- Mindfulness sessions
- Fine and gross motor skills support
- Play therapy style interventions
- Access to ALL extra-curricular activities and clubs, art enrichment groups,
- School visits, residential and appropriate risk assessment
- Medical Room with shower facility, bed and hoist
- Pediatric First Aiders
- Access to outdoor learning off school site
- Use of diagnostic assessments, e.g. GL assessments: Dyslexia Portfolio, YARC etc.
- Counselling/peer mentors & play buddies
- Transition arrangements, planning and support

## **Section 1: Accessibility Plan**

**Current Action 1:** Ensuring access to the physical environment of the existing school and proposed extension to the building due to be built in 2017.

**If a pupil with a disability is given a place at Le Cateau School any adaptation will be made to accommodate their needs. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.**

All parts of the school are accessible to disabled pupils except one temporary outside classroom. All staff are aware that alternative provision will be made if necessary.

The schools delegated capital funding is used to make minor adjustments to improve access and support the needs of its current community where necessary.

There are plans underway to build an additional three new classrooms and extend the existing hall to accommodate the number of pupils in the school.

Work will commence in February 2017. Access for disabled pupils is included in the overall building plans.

## **Current Action 2:** Improving the delivery of information to persons with a disability or additional and/or different needs

All staff endeavor to ensure that all curriculum and resources are accessible to all and liaise with relevant professionals to make provision where necessary.

Where there is inadequate skills and/or knowledge in order to ensure provision, staff have access to the relevant training they need in order to best support pupils in their care.

The Accessibility Plan is reviewed annually by the Procedures Committee (Governing Body). In addition, a detailed review takes place on a three yearly cycle by the full Governing Body.

Next full review date: December 2019

The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

Approved by: The Governing Body

Date: 25<sup>th</sup> November 2016

## **Access Audit & plan**

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Use of radio aid for hearing impaired</li> <li>• Use of key workers to support individuals with specific conditions that require support e.g. GTA SEND to provide 1:1 support for pupil who is profoundly deaf/ ATA key worker to support pupil with diabetes</li> <li>• Alternative paper/books for written recordings of work</li> <li>• Use of ergonomically designed equipment e.g. pens /pencils to support with fine motor skills</li> <li>• Use of specific ICT programs on laptops/iPad's to assist with learning and written recordings of work</li> <li>• Personalised visual reminders/cues and prompts</li> <li>• Access to outdoor learning for all including Forest Schools sessions and educational visits</li> <li>• Use of suitable audio equipment to support those with hearing difficulties e.g. radio aid/adapted video/audio equipment</li> <li>• Access to wobble/balance boards, sensory cushion, peanut balls and specialist exercise equipment under supervision of specialist outreach teams.</li> </ul>	Classroom teachers will be able to make necessary provision for pupils with disabilities Ensure all areas in addition to class room are conducive to pupils with disabilities or additional/different needs hearing difficulties, ASC, dyslexia	Selected teachers & support staff to be trained in supporting pupils with additional and/or different needs that will be joining them in September 2017 i.e. Year 1 and Year 2 teachers as a priority. Complete audit of classrooms to identify areas for improvement	SENDCo and specialist outreach teams  Specialist support staff overseen by SENDCo i.e. Lois Boothman/Jane Bachini/Emma Poulter & Specialist teacher for the deaf	Summer 2017  Various points within the year 2016-2017	Pupils will have a smooth transition into next year group and will be able to access curriculum with necessary support  Classrooms and additional spaces are ASC and dyslexia friendly. Environments are also conducive to those with hearing difficulties have adequate
Improve and	<ul style="list-style-type: none"> <li>• Classroom environment is appropriate to need e.g. alternative or specialist seating</li> </ul>	Ensure all pupils can access the	Staff to review needs of	All staff overseen by	Ongoing throughout the year	Pupils with disabilities have

maintain access to the physical environment	<p>arrangements are provided for selected individuals; adapted lighting etc.</p> <ul style="list-style-type: none"> <li>• Large corridors in each block next to classrooms allow for additional space if required</li> <li>• Small rooms at end of each block provided break out spaces for 1:1 activities including intimate care/support such as physiotherapy</li> <li>• See audit below for more details of facilities within and around the physical environment of the school</li> </ul>	curriculum comfortably and that any necessary adjustments to their environment are made as and when required	pupils regularly in liaison with relevant professionals. Make adjustments as and when required	SENDCo and SLT		interventions/provisions in place according to their specific needs as and when required
Improve the delivery of written information to pupils	<ul style="list-style-type: none"> <li>• Bilingual books in library/Google translate facility on the website</li> <li>• Bilingual support staff i.e. Sushma Sunawar (Nepali) and Angie Carter (German)</li> </ul>	Bilingual support materials need to increase in number and be more easily accessible for pupils	Purchase additional books/written support materials and ensure these can be easily accessed by all pupils who need them	English Leader/SENDCo and bilingual support staff	Summer 2017	Pupils with EAL have access to books and other bilingual support materials in order to support their learning.

<b>Feature</b> <i>For example:</i>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys	Split level site with 3 levels – all accessible	Front entrance – seal off automatic access down the stairs into block so that all visitors enter via the schools secure system	<b>Head Teacher</b> in conjunction with Terry Bland (Health and safety Officer)	Spring Term 2017



Corridor access	<p>From main entrance one long corridor leading through to hall, Year One classrooms and EYFS Unit. There are two exits to the right – one opposite kitchen and one opposite the lift at the bottom of year 1 stairs</p> <p>Three annexes to the building include three blocks containing 3 classrooms in each and a small room at the end of each block. Within each block there is a wide corridor used as break out space. There is wheel chair access throughout the blocks and classrooms within.</p> <p>All corridors are accessible i.e. wide enough for wheel chair access</p>	Ensure regular inspections are carried out to ensure compliance with health and safety regulations	<b>Head Teacher</b> in conjunction with Terry Bland (Health and safety Officer)	Ongoing
Lifts	2x lifts; one situated near main entrance and 2 <sup>nd</sup> at the bottom of Year1 corridor near exit point to disabled car park	Lift in entrance hall needs fixing.	<b>Mel Shepherd</b> (caretaker) in conjunction with contractors from NYCC	As soon as possible in Spring term 2017
Parking bays	One main car parking bay within school grounds with disabled access and parking bay situated next to Year 1 entrance door.	Ensure that the disabled bay is always accessible. Update floor markings and signage when required to ensure visibility.	<b>All staff</b> - overseen by Head Teacher in conjunction with terry Bland (Health and safety Officer)	Ongoing
Entrances	<p>Main entrance point on level 1 – easy access to lift</p> <p>Level 2 – 2 entrance/exit points – one leading to disabled parking bay in car park.</p> <p>Entrance to this has disabled assisted access intercom.</p> <p>All blocks have internal entrances from block in addition to fire exits on opposite sides of classroom</p>	Ensure entrance points are kept clear and accessible at all times	<b>All staff</b> – overseen by Head Teacher in conjunction with Terry Bland (Health and safety Officer)	

	4x access points in hall			
Ramps	All 3 blocks, Year 1 and EYFS Unit classes have ramps to access. Additional ramps are situated outside middle door that leads to disabled parking bay in car park.	Ensure regular inspections are carried out to ensure compliance with health and safety regulations	<b>Head Teacher</b> in conjunction with Terry Bland (Health and safety Officer)	Ongoing
Toilets	<b>Within each block:</b> 1x male and 1x female <b>Y1 corridor:</b> 1x male and 1x female toilet <b>EYFS Unit:</b> 1x male and 1x female toilet <b>Main corridor on level 2:</b> Unisex toilet situated outside Y5 classroom 2x adult toilet bocks 1x disabled toilet contained within wet room that has disabled shower/hoist and bed	Regular checks to all toilets – ensure disabled toilet, shower and facilities are kept in working order	<b>Mel Shepherd</b> - overseen by Head Teacher in conjunction with terry Bland (Health and safety Officer)	Daily - ongoing
Reception area	Open plan access to front desk. Electronic sign in point Seating area and lift access.	Ensure regular inspections are carried out to ensure compliance with health and safety regulations	Head Teacher in conjunction with Terry Bland (Health and safety Officer)	Ongoing
Internal signage	Fire safety and exit signs all displayed within classrooms and block corridors. Each classroom has fire safety procedure displayed on walls in addition to those displayed within blocks.	Ensure regular inspections are carried out to ensure compliance with health and safety regulations	Head Teacher in conjunction with Terry Bland (Health and safety Officer)	Ongoing
Emergency escape routes	All classrooms have two exit points including fire exits leading to fire assembly points – all accessible Blocks 2 and 3 have a small step to paths but they are accessible by wheelchair. 3 evacuation points from kitchen Hall has 4 access and exit points. One exit point leads to internal walk way which has 2 exit points onto the field.	Ensure regular inspections are carried out to ensure compliance with health and safety regulations	<b>All staff</b> overseen by the Head Teacher in conjunction with Terry Bland (Health and safety Officer)	Ongoing

## Appendix 1

### Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

#### Pre-planning information

- Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?
- Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?
- If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.
- What preparation have you made with the class/ group for: one to one peer support, collaborative teaming, group work, valuing difference of race, gender, ethnicity, disability or religion
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- How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?

#### Lesson planning

- How will you support the needs of all learners?
- Consider:
  - timing,
  - variation of activities,
  - types of activities [concrete/abstract],
  - reinforcement of key ideas,
  - extension work
  - recall of previous work,
  - links to future work,
  - clear instructions.
- Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?
- Are you able to access specially adapted equipment for some students to enable them to participate fully? If not, can an alternative way be found?
- Will the diversified and differentiated work allow all pupils to experience success at their optimum level?
- What different teaching styles are you going to use?

- Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?
  - Auditory e.g. use storytelling, talking, effective questions, problem solving,
  - clear sequencing, music, singing?
  - Kinesthetic e.g. use movement, role play,
  - artefacts, use the environment
- Are written materials accessible to all: formats; readability; length; content? Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc. are they accessible to all?
  - Appropriate use of augmented communication and ICT

### **Self-presentation**

- Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?
- Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?
- How will you use your voice in the lesson, e.g.: volume, tone, and make sure all children are understanding you?
- Where will you position yourself in the classroom and when?
- Use of support staff
- Have you met with or at least communicated with support staff before the lesson?
- How are you going to use other adult support in the lesson?
- Does their use allow all children to be equally included in the class activities?
- If you are using support staff for withdrawal, how do you know the pupils are gaining from this?
- If you are using withdrawal, how are the groups organised?

### **Classroom organisation**

- Is seating carefully planned and/or the activity accessible for pupils with:
  - mobility impairments e.g. circulation space, table height
  - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare
  - visually impaired e.g. maximise residual sight, if touch can reach
  - pupils with challenging behaviour e.g. in adult gaze; at front for eye
- contact
  - pupils with short attention span/easily distracted, e.g.: sit on own
  - learning difficulties who need a lot of support, e.g.: next to peer supporter
  - short attention span, e.g.: distraction free zone
- What seating plans are you using and why?

- Will seating plans make use of peer support and how?
- How will you organise and group pupils in lessons?
- Friendship groupings?
- Mixed sex/same sex groupings?
- Mixed ability/same ability groupings?
- Specific pairs of pupils working together, e.g.: stronger reader/weaker reader?
- How will you deal with unexpected incidents?
- Are you aware of the systems for dealing with unexpected incidents, e.g.: evacuation, fainting or fits, incontinence, medical emergencies?
- How will you ensure that all students feel equally valued through their experiences of: the allocation of teacher and support staff time; being listened to/ paid attention to; being respected; achieving; interacting with their peers.
- How will you assess the outcomes?
- Do you have a scheme for assessing the achievements of all?
- Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self-evaluation?
- How will you involve pupils in assessing their progress?