



Le Cateau

Community Primary School

Accessibility Policy and Plan 2020-2023

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.

The context of Le Cateau is different to many with varying levels of pupil mobility due to the nature of the community it serves. 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 Headteachers/SENDCo's dedicate a significant proportion of their roles 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 (or equivalent Locality Hub)
- Bedale Social, Emotional and Mental Health EMS (or equivalent Locality Hub)
- 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 pediatricians
- Healthy Child Team – including specialist nurses for specific conditions
- Healthy Choices Team
- ADHD Nurse
- Emergency Services
- Early Help 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 SENDCos are 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. a learning mentor with ASC specialism and SEMH Advanced Teaching Assistant
- Support from the SENDCo and SEND Administrator
- 'In house' advice, assessment and support from Speech and Language Therapist for referred children
- 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, DILP
- HLTA teaching assistant with SEND specialism
- Narrative therapy/Talk Boost
- 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, directed by Occupational Therapist where appropriate
- 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 (Forest School)
- Use of diagnostic assessments, e.g. GL assessments: Dyslexia Portfolio, YARC etc.
- Play Ambassadors
- Transition arrangements, planning and support

Section 1: Accessibility Plan

Access Audit & plan

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and 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	Targets	Actions	Timescale	Responsibility	Outcomes
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> - Further expand the use of assistive technology in lessons. - Ensure that all pupils with a speech, language and communication need have visual aids and broken down instructions for lessons. - Ensure that all children with visual tracking issues have access to resources such as 	<ul style="list-style-type: none"> - SENDCo to ensure that support plans (IEPs) include the use of aids which increase access for pupils with a disability. - SENDCo, Learning Mentor and SEMH TA to work with Year Group teams to ensure that children who need these 	Autumn Term – new support plans implemented. Spring Term – monitor outcome.	Inclusion Manager Deputy Heads Head Class Teachers	Pupil progress and attainment for pupils with a disability improves year on year.

	<p>overlays and coloured exercise books.</p> <ul style="list-style-type: none"> - Ensure that all pupils with ASC have access to: visual timetable; now, next, then or task boards, work and finished trays and other. - Ensure that all pupils who require movement breaks receive this proactively to support their regulation and focus. 	<p>aids are correctly identified and to model use of aids.</p> <ul style="list-style-type: none"> - 			
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> - Audit access arrangements as detailed on the plan below and ensure that all elements still remain in place and are maintained. 	<ul style="list-style-type: none"> - Deputy Heads to audit the plan below and liaise with Site Manager and Headteacher on any necessary maintenance. 	Annually, autumn term.	Head Deputy Heads Site Manager	The school is accessible to all users.
Improve the access of information to pupils	<ul style="list-style-type: none"> - Provide verbal feedback on Seesaw for pupils who are unable to access written feedback effectively. - Live feedback during lessons will ensure all pupils know how to move on with their learning because the adult can adapt their communication style to the individual. - Ensure information posters for pupils are written on buff/coloured backgrounds (not white); are available in large font; have 	<ul style="list-style-type: none"> - Update feedback and marking policy. - Audit and replacement (where necessary) of information posters around school. 	Summer 2020	SLT, Deputy Heads, Head	All pupils have greater access to information and are able to fully take part in school life.

	<p>pictorial/symbolic representations</p> <ul style="list-style-type: none"> - Ensure that pupils with EAL have access to signage of their own language 				
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Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Split level site with 3 levels – all accessible	Ensure all visitors enter via the schools secure system	Head Teacher in conjunction with Terry Bland (Health and safety Officer)	Ongoing
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> <p>New building extension includes 3 classrooms, each with ensuite toilet facilities, an additional disabled toilet, breakout space off corridor. Two main exits at end of corridors. Additional fire exits along corridor.</p>	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

	Stairs to Library, break out space and conference room. All accessible via lift and corridors. All corridors are accessible.			
Lifts	3x lifts; one situated near main entrance, second at the bottom of Year1 corridor near exit point to disabled car park and third in new building extension to provide access to library area.	Ensure all lifts are in working order.	Mel Shepherd (caretaker) in conjunction with contractors from NYCC	Ongoing
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.	All staff - 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> <p>4x access points in hall</p> <p>Entrance into new block is accessible via a longer route around the pathway past Block 2 and down the ramp past the cabin and onto the Year 6 play area. Alternatively, this block can also be accessed under cover via the Year 6 ‘staff area’, through the Retreat and via a lift to the lower level.</p>	<p>Ensure entrance points are kept clear and accessible at all times</p> <p>Investigate possibility of better wheelchair access to new block.</p>	<p>All staff – overseen by Head Teacher in conjunction with</p> <p>Terry Bland (Health and safety Officer)</p>	
Ramps	All 3 blocks, Year 1 and EYFS Unit classes have ramps to access.	Ensure regular inspections are carried out to ensure	Head Teacher in conjunction with Terry	Ongoing

	Additional ramps are situated outside middle door that leads to disabled parking bay in car park.	compliance with health and safety regulations	Bland (Health and safety Officer)	
Toilets	<p>Within each block: 1x male and 1x female</p> <p>Y1 corridor: 1xmale and 1x female toilet</p> <p>EYFS Unit: 1xmale and 1x female toilet</p> <p>Main corridor on level 2:</p> <p>Unisex toilet situated outside Y5 classroom</p> <p>2x adult toilet bocks</p> <p>1x disabled toilet contained within wet room that has disabled shower/hoist and bed</p> <p>New block: 2 x disabled, 3 x unisex toilets</p>	Regular checks to all toilets – ensure disabled toilet, shower and facilities are kept in working order	Mel Shepherd - 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	<p>All classrooms have two exit points including fire exits leading to fire assembly points – all accessible</p> <p>Although Block 3 has a small step to paths but they are accessible by wheelchair.</p> <p>3 evacuation points from kitchen</p> <p>Hall has 4 access and exit points. One exit point leads to internal walk way which has 2 exit points onto the field.</p> <p>Emergency escape for new block – all classrooms have 2 emergency exit points leading outside and 3</p>	Ensure regular inspections are carried out to ensure compliance with health and safety regulations	All staff overseen by the Head Teacher in conjunction with Terry Bland (Health and safety Officer)	Ongoing

	external fire doors within the corridor area. All are wheelchair friendly.			
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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
- 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?

Implemented: September 2020

Reviewed: October 2021 (Covid measures)

Next Review: July 2023