

Katherine Semar Schools



Accessibility Plan 2021-25

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing Body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Katherine Semar Schools Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in consultation with pupils, staff and governors of the school and will inform other school planning documents.

This plan was updated in Spring 2024.

- The Accessibility Plan is structured to complement and support the school's Equality Objectives.
- We are committed to providing an environment which enables full curriculum access 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for pupils with a disability, adapting the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the pupils without disability;

If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- improve access to the **physical environment** of the school, adding specialist facilities where possible - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the communication of **written information** to pupils, staff, parents and visitors with disabilities; examples might include letters, timetables, books and information about the school and school events; the information will be made available in various formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

□ Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

□ The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- ❖ Curriculum Policies
- ❖ Special Educational Needs Policy
- ❖ Equality Policy
- ❖ Equality Objectives
- ❖ Behaviour and discipline Policy
- ❖ Educational Visits Policy
- ❖ Health and Safety Policy
- ❖ School Development Plan
- ❖ Asset Management Plan / Suitability Survey
- ❖ School prospectus

Katherine Semar Schools Accessibility Plan: Improving Physical Access

At Katherine Semar, the physical environment of the school has been significantly developed over time. This has resulted in greatly improved accessibility through ongoing premises projects including:

- installation of disabled toilet facilities
- pedestrian paths improved for wheelchair access front entrance wheelchair accessible
- New steps at front of school fitted with high visibility lines and ridged paving slabs by the steps to alert the visually impaired
- playground improvements, including being enlarged and re-tarmacked ramps created for wheelchair access
- disabled parking spaces created, and upgraded
- purchase of walkie-talkie system to help monitor children with additional needs
- decking added to the library garden to allow access to wheelchair users

We review the accessibility all areas of the school, including the outside areas, on an ongoing basis and make adaptations as required, taking into account the constraints of the building. This is based on the information we have on roll and those children who are joining Katherine Semar Schools. For example, we

take account of the relevant legislation and needs of pupils and visitors with physical difficulties and visual and hearing impairments when planning and undertaking future improvements and refurbishment of the site and premises.

Item to be addressed	Strategy	Outcome	Responsibility	Time Frame	Evaluation
Ensure the physical environment continues to meet the needs of people with disabilities, including physical and visual and hearing needs	<p>Regular Health & Safety inspections of the physical environment (at least 3 per year) carried out by H&S governors & Site Manager</p> <p>All new building work to have ramps to access all areas of the school (new entrance).</p>	<p>All members of the school community & visitors have full access to the physical environment of the school. The school accommodates the requirements of all members of the school community & visitors</p> <p>Children with a physical disability are able to move independently around the site</p>	<p>Governing Body Premises Committee Headteacher</p>	<p>Ongoing</p>	<p>All buildings are accessible with ramps including new reception area (2021).</p> <p>In 2024 two children needed to access site in wheelchairs. Informal feedback was sought and site was fully accessible.</p>
Ensure all new projects undertaken by the school meet requirements	<p>Plans for new projects include EQA requirements</p> <p>Seek specialist advice as necessary e.g. building consultant</p>	<p>All members of the school community & visitors have full access and can benefit from new premises improvements</p>	<p>Governing Body Premises Committee Headteacher</p>	<p>Ongoing</p>	<p>New EYs area met requirements.</p>
Audit of pupil needs and staff training to meet those needs.	<p>Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.</p>	<p>Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.</p> <p>Where possible, all school activities are accessible to all disabled pupils, with reasonable adjustments when necessary</p>	<p>All staff</p>	<p>Ongoing</p>	

Train staff in medical needs. For example, EpiPen training or Diabetes	Training for First Aid team and relevant teachers	Members of staff will be trained in managing Diabetes & regularly updated as appropriate Children with serious allergies or diabetes can attend school all day and access the full curriculum	Headteacher Inclusion Manager	Ongoing	See first aid training records..
Train staff in supporting pupils with sensory needs e.g. autism, hearing and visual impairments	Training from Specialist teacher team Visits to other settings Consult other professionals Making adjustments to the curriculum, resources, equipment and the environment as appropriate Transition plans created and implemented	Children with sensory needs can attend school all day and access the full curriculum	Headteacher Inclusion Leader and teaching staff	Ongoing	All staff completed AET training. See training record. New staff will be trained summer 2024. Hearing impairment teacher has visited and supported us with three children with who have hearing aids. All advice followed. Visual impairment teacher has visited and supported us with a child with visual impairment. All advice followed. See transition plans.
Train staff in supporting pupils with social, emotional and mental health needs	Training from SEMH Specialist teacher Team Visits to other settings Consult other professionals Making adjustments to the curriculum, resources, equipment and the environment as appropriate	Children with SEMH needs can attend school all day and access the full curriculum	Headteacher Inclusion Leader and teaching staff	Ongoing	See training records.

	Transition plans created and implemented				
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure they are inclusive Seek specialist advice where appropriate Create individual risk assessments where needed Ensure resourcing including staffing, allows all children to participate in their chosen activities	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements. All out of school activities, where reasonable, are accessible to all disabled pupils.	Headteacher External providers	Ongoing	See engagement model on MAPP. See Evolve records.
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases in consultation with the Inclusion Manager.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. All pupils have full access to the National Curriculum	Teaching Staff and Senior Leadership Team	Start of each school	EYs classroom extended summer 2023 to allow children to move freely. See classroom plans.
Training for Raising Awareness of Disability of current pupils or prospective pupils.	Provide training for governors, staff, pupils, in consultation with parents. Discuss perception with staff to determine the current status of school	Whole school community will continue to benefit by an inclusive school and social environment	Senior Leadership Team and Inclusion Manager	Ongoing	See training records.
Availability of written material in alternative formats when specifically requested e.g. school brochures, school newsletters and other information for parents	The school will make itself aware of the services available for converting written information into alternative formats. Disabled members of the school community able to access school information	The school will be able to provide written information in different formats when requested for individual purposes	Office staff Senior Leadership Team	Ongoing	As required.

<p>Communication with parents and carers who have disabilities e.g Braille, large print, telephone, texting or emails, telephone appointments</p>	<p>Ensure parents and carers with a disability are receiving communicative information in an accessible format/media Newsletter/ website periodically – ask what communication needs families have e.g. sign language support Seek advice as necessary on alternative formats and use of IT software to produce customised materials</p>	<p>All school information available for all who request it</p>	<p>Office staff Senior Leadership Team</p>	<p>Ongoing</p>	<p>Records made of parents with a disability and reasonable adjustments will be made when required.</p>
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