

St Catherine's Catholic Primary School



Accessibility Plan

February 2024 to February 2027

MISSION STATEMENT

GROWING IN FAITH

*Our vision at St Catherine's Catholic Primary School
and all we do, and aspire to be,
is centred on the love, life and teaching of Jesus,
and rooted in the faith of the Catholic Church.*

AIMING FOR EXCELLENCE

*Our aim is to build a loving, happy, safe and welcoming school where everyone has the
opportunity and support to recognise, celebrate and develop
their God given gifts and talents, learning in a creative and friendly school family.*

LEARNING FOR LIFE

*Journeying together with each other,
we work in harmony
to provide outstanding Catholic Education
for all our pupils preparing them to fulfil their mission
to the world in which we live.*

Date agreed: 7 February 2024

Reviewed: March 2026

Developed by: S Ward, School Business Manager

Approved by: Local Governing Body of St Catherine's Catholic Primary School

Introduction

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

This is our school Accessibility Plan.

1. School context

St Catherine's Catholic Primary School is a single form entry voluntary aided school based in Littlehampton, West Sussex. We are part of the Worthing Deanery within the Diocese of Arundel and Brighton and are now also part of the Bosco Catholic Education Trust. The school is situated in a residential area of the town, built as a single storey in the early 1970's which has been extended to accommodate the increasing pupil numbers. There is also a detached modular building at the rear of the school which contains two further classrooms and toilet area. There is also a large outside area. Access to the site is via two pedestrian gates along with a vehicular gate to the carpark area. The main pedestrian and vehicular gates are both electronic with intercoms connected to the school office. Currently there are 219 pupils on roll.

The spiritual and religious life of St Catherine's Catholic Primary School is formed around and rooted in our Mission Statement for the formation of all our pupils and as an inspiration for all who work in or visit our school. Inspired by the Holy Spirit, we value individuality and celebrate diversity by building positive relationships within our community.

Based on the teachings of the Catholic Church, we promote the spiritual, moral, intellectual, physical, creative and social development of each child, so that they realise their full potential and are well prepared for their future lives.

2. Vision and aims

Our aim is for everyone at St Catherine's to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning

- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

3. Objectives

At St Catherine's, all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Individual Healthcare Plans which detail what we will do to support a pupil.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

4. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEND Information Report
- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Safeguarding and Child Protection Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

5. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils' progress.

6. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at St Catherine's for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Diocese of Arundel & Brighton, Bosco Catholic Education Trust and West Sussex County Council in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant building regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated if needed. It will be monitored through the Governors' annual policy review cycle.

St Catherine's Catholic Primary School

Accessibility Audit and Plan

Physical access audit and plan					
Item	Issue	Yes	No	N/A	Action/Notes
1	Is furniture and equipment selected, adjusted and located appropriately?	√			
2	Are pathways and routes logical and well signed?	√			
3	Do you have emergency and evacuation procedures to alert all pupils?	√			Audible alarms only – Personal Evacuation Plans will be in place for any pupils with disabilities which will include emergency and evacuation procedures specific to their needs
4	Is appropriate furniture and equipment provided to meet the needs of the pupils?	√			SENDCo to identify any needs as part of Health Care Plan
5	Do furniture layouts allow easy movement for pupils with disabilities?	√			SBM to liaise with teacher regarding classroom layout for wheelchair users as required
6	Are quiet rooms/calming rooms available to children who need this facility?	√			Pastoral Office
7	Are car parking spaces reserved for disabled people near the main entrance?		√		No designated space but appropriate spaces available as required
8	Are there any barriers to easy movement around the site and to the main entrance?	√			Coloured rubber parking stop installed to indicate where car park and access path meet – slope available to the side to allow wheelchair users access without going over parking stop – slope needs to be highlighted to be more visible Security fencing between playground and pedestrian access
9	Are steps needed for access to the main entrance?		√		
10	Do all steps have contrasting edging?			√	
11	If there are steps, is a ramp provided to access the main entrance?			√	See 8 above
12	Is there a continuous hand rail on each ramp and stair flight and landing?	√			Handrail on slope from Reception lobby onto playground
13	Is it possible for a wheelchair user to get through the principal door unaided?	√			
14	If no, is an alternative wheelchair accessible entrance provided?				Ground level access is also available into most classrooms and at the back of the school

15	Is there a lobby at the principal entrance – if so, is it possible for a wheelchair user to negotiate the doors?	√			For security, the doors into school are opened electronically by the office who will assist any wheelchair users as necessary
16	Do all internal doors allow a wheelchair user to get through unaided?	√			High handles on one EYFS classroom door to prevent small children leaving the classroom but alternative door available from classroom into library area and access to rest of school
17	Do all the corridors have a clear, unobstructed width of 1.2m?	√			
18	Does each corridor/block/building have a wheelchair access toilet available?	√			
19	Does the relevant block have accessible changing rooms?		√		
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?			√	
21	Does the building have a lift that can be used by wheelchair users to allow access to different levels?			√	
22	Is there a continuous handrail on each internal stair flight?			√	
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state type			√	
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	√			All Fire Exits exit at ground level apart from one classroom and the hall which step down. Alternative routes available in these areas.
25	Are non-visual guides used to assist people to use the buildings?		√		
26	Could any of the décor be confusing or disorientating for students with disabilities?		√		
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		√		Audible alarms only – Personal Evacuation Plans will be in place for any pupils with hearing disabilities which will include emergency and evacuation procedures specific to their needs

Learning access audit and plan					
Item	Issue	Yes	No	N/A	Action/Notes
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		√		Training reviewed annually and appropriate staff trained to deal with individual needs as they arise

2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?	√			Training reviewed annually and appropriate staff trained to deal with individual needs as they arise
3	Do all staff seek to remove all barriers to learning and participation?	√			
4	Is teaching appropriately differentiated to meet individual needs to that children make good progress?	√			
5	Are all children encouraged to take part in music, drama and physical activities?	√			
6	Do staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities? For example, some forms of exercise in physical education.	√			
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children with disabilities to be fully included in the curriculum?	√			
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	√			
9	Do you provide access to appropriate technology for those with disabilities?	√			Dependant on individual needs

Information access audit and plan					
Item	Issue	Yes	No	N/A	Action/Notes
	Do you have arrangements to provide information in simple language, symbols, large print, or audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		√		Specific arrangements would be made dependant on individual needs
2	Do you have facilities such as ICT to produce written information in different formats?	√			
3	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	√			