



CATALYST
ACADEMIES TRUST

Accessibility Plan

Approved by: Catalyst Academies Trust

Reviewed: July 2024

Accessibility Plan

This Accessibility Policy and Plan are 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.

- We are committed to providing an environment that enables full curriculum access that 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.
- Over time, the school plans to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- An Accessibility Plan has been drawn up to cover a 3 year period. This plan will be updated annually, or when required.
- The Accessibility Plan will contain relevant actions to:
 - Improve the access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally prepared for life as are able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act). 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
- The Plan will be monitored by the Governing Body.

- The Plan will be monitored by Ofsted as part of their inspection cycle.
- We acknowledge that there is a need for on-going training and raising awareness for staff and governors in the matter of disability discrimination.
- The Plan ensures that:
 - The school draws on the expertise of external agencies to provide specialist advice and support
 - The SENCO has an overview of the needs of disabled pupils
 - There are high expectations
 - There is appropriate deployment and training of learning support staff
 - Successful practice is shared within the school
 - The school works with partner schools
 - Disabled pupils have access to extra-curricular activities.

Objective	Strategy / Action	Responsibility	Time-scale
Ensure any new building projects include features for disabled staff and pupils and fully comply	Planning meetings with Architect when required and building compliance certificates where applicable.	SLT Architect Project Manager Building contractor	As and when new building projects arise
Improve physical access to the school wherever possible. <i>(We recognise that due to the age of parts of the building this may not be possible in all areas)</i>		SLT Site Manager	
To ensure the school is aware of the access needs of disabled pupils, staff, governors, parents / carers and visitors.	To create access plans for individuals as part of the EHCP where required. Be aware of staff, governors and parent's access needs and meet as appropriate.	Headteacher SLT Inclusion Team	On-going
Improve access for pupils who may have difficulty moving around the school.	Ensure care plans are in place to support all pupils with mobility difficulties.	SLT SENCo / Inclusion Team Parents	On-going
To ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.	Inclusion Team	As and when required

All fire escape routes are suitable for all.	Make sure all escape routes have clear signs and instructions (where required)	Headteacher Site Manager Inclusion Team	As and when required
To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with DSEND.	School to seek advice from experts and to follow DfE guidelines and requirements. Raise aware of disability equality via: <ul style="list-style-type: none"> • Staff meetings • PSHE Lessons • Assemblies 	SLT Services for Education SENCo All school staff	Ongoing
Ensure that all school trips & residential visits are accessible for pupils with learning and physical disabilities.	Thorough planning Advance visits (where possible) Risk assessments	Headteacher SLT Educational Visits Leader	On-going
Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	SLT Leaders of after-school clubs 1:1 support staff	On-going
Ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All staff Subject leaders Advisors Subject advisors	On-going

Ensure annual review information is as accessible as possible.	Develop child friendly EHCP review formats	Inclusion Team	On-going, as and when required
Languages other than English to be visible in school.	Some welcome signs to be multi-lingual	MFL Subject Leader Inclusion Team	As soon as possible
Ensure classrooms are optimally organised to promote the participation and independence of students where required.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases within the confines of the building.	Headteacher SLT Teachers	On-going, as and when required
Ensure the effective deployment of Teaching Assistants to support students' participation.	Review needs of students within each class and staff accordingly.	Headteacher SLT Teachers	When required
Ensure proactive response to any complaints about access issues.	Implement any building alterations effectively, once agreed, following any complaints. (due to the age of the building some alterations may not be immediately possible, but alternative adjustments will be made).	Headteacher Site Manager	When required
Ensure all statutory policies reflect inclusive practice and procedure.	Comply with the Equality Act 2010, and follow all DfE guidance.	Headteacher SLT	Ongoing

<p>Establish close liaison with outside agencies for pupils with on-going health needs. e.g. children with severe asthma or epilepsy.</p>	<p>Ensure collaboration between all key personnel</p>	<p>Inclusion Team Outside agencies</p>	<p>Ongoing</p>
<p>Continually review the attainment of all SEN pupils.</p>	<p>Regular meetings with SENCo, class teacher, pupils and parents.</p>	<p>Headteacher SENCo Teachers</p>	<p>Ongoing</p>
<p>Ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>Conduct parent meetings, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p>	<p>Headteacher Inclusion Team</p>	<p>Ongoing – as and when required</p>