



The Bishop Wheeler Catholic Academy Trust

ST MARY'S CATHOLIC PRIMARY SCHOOL,

A VOLUNTARY ACADEMY

ACCESSIBILITY PLAN

Policy review date- September 2016

Person Responsible- Alison Ashworth and Helen Tomlinson

Ratified by Governors- September 2016

Review date- September 2017

St. Mary's Knaresborough, School Accessibility Plan

S/M/L Term	Objective	Area for Action	Resources Required	Timeframe	Success Criteria
S	Audit of access to and circulation within buildings, classrooms and corridors. Movement between levels.	<ul style="list-style-type: none"> Establish inventory by inspection for all categories 	Time	Audit complete – reviewed ongoing depending on need of specific staff / pupils	Areas for action prioritised
S	Directional signs, external and internal – tactile signage under consideration	<ul style="list-style-type: none"> Directional signs to be displayed at the entrance to every building and at the base of every staircase 	Signage	External and internal signage in place.	Signage completed
L	Movement/Transfer between levels	<ul style="list-style-type: none"> In most cases the provision of this facility is impracticable on the site 	Timetable/ setting	Not practicable; where appropriate sensitive setting will avoid this difficulty	Sensitive rooming will avoid this difficulty
S	Ensure fire procedures take account of the needs of students with disabilities	<ul style="list-style-type: none"> Review the needs of the identified students Ensure that appropriate provision including places of safety have been established 	Time	Ongoing	Identified students are safe and have clearly recognised set of procedures to meet in case of fire/evacuation
S and on-going	To improve building management to improve access	<ul style="list-style-type: none"> Ensure where possible that polishing does not render flooring slippery Ensure that junctions between different flooring materials do not become worn and present tripping hazard 	Time	Ongoing	Ongoing
M	To improve safety for users with hearing and visual impairments	<ul style="list-style-type: none"> Audible alarms supplemented by visual alarms – particularly in areas where members of staff may be working in isolation 	Equipment installation costs, time	Ongoing	Ongoing
S	Make information more accessible to students (and parents) with disabilities	<ul style="list-style-type: none"> Ensure students, parents and visitors are aware of information regarding school, irrespective of disability 		Ongoing	No discrimination
S	Ensure that the school is prepared to meet the needs of students with disabilities	<ul style="list-style-type: none"> New SENCO 		Ongoing – link with Equality Action Plan	SENCO appointed
S	To ensure that all disabled students have access to	<ul style="list-style-type: none"> Trip Leader to research and ensure that all aspects of trip (travel, 	Time all paperwork to be	All teachers planning trips or visits	All disabled students participating fully in

	educational trips and visits	accommodation, venue, activities) accessible or suitable for modification <ul style="list-style-type: none"> • Suitable Risk Assessments for all aspects of trip/visit completed • SLT member responsible for trips 	submitted to Headteacher /BAL 5 weeks in advance of trip (compulsory if overnight stay or any hazardous activities included)		educational trips and visits – where possible
S	Inclusion Register complete			In Place	Impact on Learning All staff are aware of students with disabilities and make provision in lessons

*An extensive document listing SEN is circulated annually, with periodic updates throughout the school year

REVIEW DATE September 2017