

Accessibility Planning St Teresa's Catholic Primary School

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

The school has undergone a full refurbishment with a new Foundation and KS2 areas. Work was completed in September 2014.

- ✓ All play areas are ramped and accessible by wheelchairs/pushchairs/walking frame users
- ✓ All external doors, steps and handles are clearly marked
- ✓ Every classroom is carpeted and non-slip wet areas.
- ✓ There is increased symbol led signage around the school
- ✓ School alarms have both auditory and visual components
- ✓ Internal doors in new build are all wheelchair user accessible
- ✓ Middle section of the Reception desk is wheelchair accessible
- ✓ Fire evacuation procedures make specific reference to pupils with mobility and/or sensory issues
- ✓ Systems are in place for identified pupils to access dining room facilities/cafeteria five minutes early to avoid overcrowding
- ✓ Systems are in place for identified pupils to leave classrooms five minutes early to use stairs/corridors safely and to aid independent mobility around school
- ✓ Systems are in place to plan for the maximum access on educational visits
- ✓ School has available; a sensory room, 3 adapted toilets downstairs and 1 upstairs, adapted shower room and changing facilities.
- ✓ There is a lift to access the Upper KS2 area.
- ✓ There is a dedicated SENCO room.
- ✓ The school benefits from a collaborative ICT approach. All equipment is touch screen. We have enough equipment in school to meet individual needs.
- ✓ There is an identified area where therapists can work with pupils
- ✓ Every entrance is wheelchair accessible
- ✓ There is continual building up grades to ensure all areas are fit for purpose and support good learning.
- ✓ There are identified learning spaces for small group work and interventions to help pupils succeed and meet their targets

The school already supports pupils with significant barriers to learning and participation with difficulties in the areas of; moderate, specific and severe learning, communication and interaction, physical, visual and social, emotional and mental health difficulties

Systems are in place for users to make suggestions about how to further improve access into and around the school