

St Mary's Church of England Primary School

Accessibility Plan

Name of School:	St Mary's CofE Primary School
Date of Policy:	March 2022
Member of Staff Responsible:	Governing Body
Review Date:	March 2025

ETHOS STATEMENT

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

This statement is informed by the UN Convention on the Rights of the Child, specifically Article 23 which states:

'A child with a disability has the right to live a decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.'

The school:

- Sets suitable learning challenges
- Responds to pupils' diverse needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils.
- Provides/ensures high quality teaching and learning for all pupils.

Each person in our school is a valued and responsible member of our society. All encourage, interact with and care for others, regardless of gender, race, culture or special needs.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

St Mary's CofE Primary School is 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The St Mary's CofE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their 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 schools 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 and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve 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 timeframe.

The St Mary's ofCE Primary School 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.

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

- Behaviour Policy
- Curriculum Policy
- Emergency Plans
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Audit and pupil data

Children in school with high physical needs are provided with care in accordance with specified plans and the school has access to a variety of practitioners who support the implementation of these. Less significant physical needs are met through a variety of means (e.g. follow physiotherapy advice as needed. The school has access to support from Victoria School Outreach service.

There are several children with an EHCP. The school has a good reputation locally for being able to meet the needs of pupils in receipt of an EHCP or who are likely to require one.

The future intake is an unknown factor. SEN has a high priority in the Admissions policy, in line with Local Authority advice.

Increasing the extent to which disabled pupils can participate in all school activities.

All long and medium term planning takes into account the school aim to support the accessibility of the curriculum to all pupils. Curriculum area teams/subject managers review medium term plans and make adjustments after end of unit evaluations from class teachers.

There is a commitment to develop the use of ICT to improve access to different areas of the curriculum. The school uses a wide range of outside agencies for advice and support to improve the provision for children with disabilities.

The school supports pupils with individual/specific/medical or personal care needs through a flexible and positive approach to adapting school systems and environments to meet the needs of individuals.

Target setting is an on going process at St Mary's - school staff, children and parents are involved in setting targets and evaluating progress.

Children with disabilities are involved at least three times a year in formulating one page profiles or ITP targets as appropriate and in the reviews of progress.

The deployment of support staff takes into account the curriculum access needs of individuals and groups of children. There is a flexible approach, using the expertise and specialities e.g. support for PE lessons for those children with physical difficulties. We endeavour to fulfil the provision needs of all children with disabilities within the constraints of the school budget.

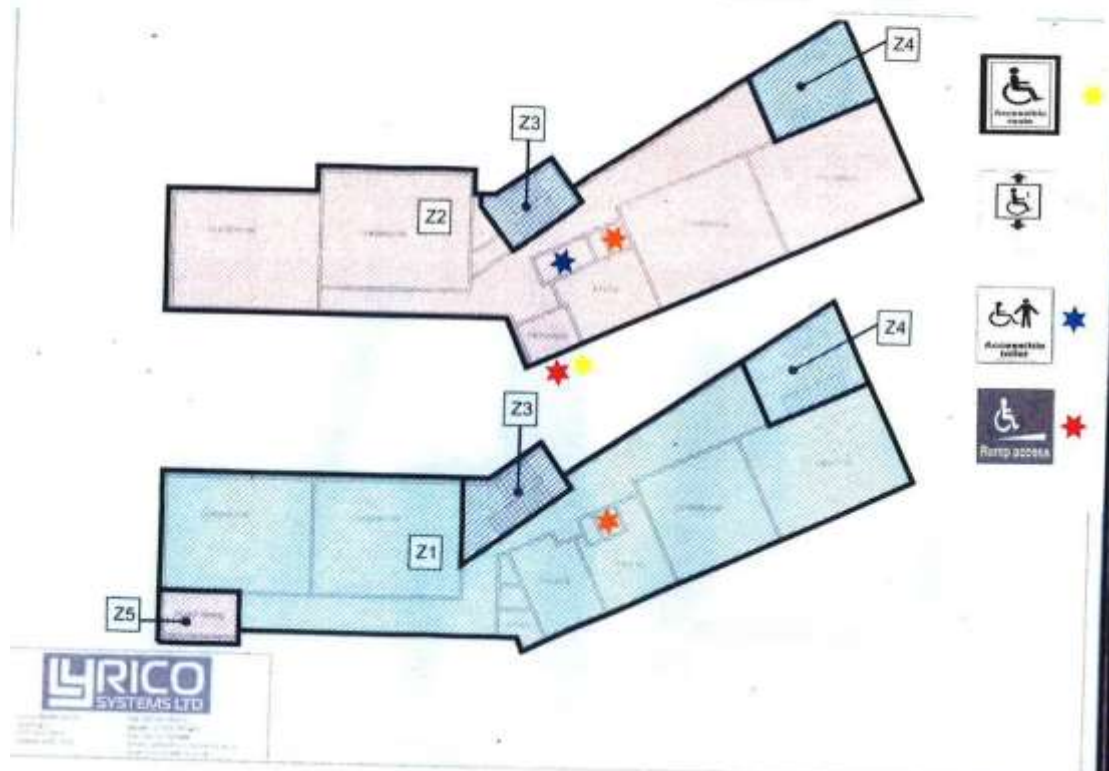
The building has been adapted to meet the needs of the pupils and the school works closely with the LA and PSS to continue to meet the needs of pupils with disabilities. Close links with Cherry Oak also support our provision and raise awareness of different needs.

The Accessibility Plan will be monitored by the Governing Body of the school and its two sub-committees.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- Assistant Head (Inclusion)
- Site Manager

A plan of the school buildings showing areas of accessibility is shown overleaf.



St Mary's CE Primary School
ACCESSIBILITY PLAN

Outcomes for groups of children and young people	Accessibility planning code C=Curriculum E=Environment I=Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access and participation for children with communication and interaction needs.	I	To have written material available in alternative formats when specifically requested	SENCo	To be investigated	Written material available in different formats	ongoing
	CI	To ensure new parents are introduced and invited to the ASD support group.	SENCo HLTA	ASD support group time	Parental engagement	ongoing
	CE	Ensure staff competent and confident to support children with ASD needs.	SENCo HLTA	INSET	ASD pupils well supported in class – ECM and pupil progress meetings	ongoing
To improve access and participation for children with sensory and physical needs and for children with cognition and learning needs.	E	Ensure stairs are clear and free from obstruction	Site manager	Time	Stairs are clear and free from obstruction	ongoing
	E	Ensure all corridors are clear and free from obstruction	Site manager SENCo	Time	Corridors are clear and free from obstruction	ongoing
	E	Ensure windows are clean to increase light and reduce the difference when coming in from outside	Site manager	As required within maintenance budget	Windows clean, including shed in forest school area	ongoing
	E	Ensure all changing and shower facilities are accessible and in good working order.	Site manager	Seeking costs	Shower and changing bed repaired and accessible.	When required
	E	Repair wheelchair lift by the hall.	Site manager	Seeking costs	Lift accessible and fully functioning	When required
	EC	To ensure all trips are accessible to all children. Risk assessments and ensure adjustments are made well in advance.	Class teachers EV coordinator	Time for pre-visit and to ensure accessible transport available	Fully accessible trips provided	ongoing
	EC	To ensure that the range of children with disabilities is considered when	Site manager SENCo	Appropriate budget		ongoing

		replacing tables and chairs (eg adjustable tables, non-shine surfaces etc)	HT			
	C	To provide ICT hardware for pupils with identified SEN need to enable alternative recording methods.	SENCo	Identify children with specific needs – EHCP, dyslexia.	Pupil progress data Classroom observations Pupil feedback Parental feedback	ongoing
	C	All staff to be trained and confident in the use of ITPs	SENCo	Training time	Pupil progress meetings ECM meetings	ongoing
To improve access and participation for children with social, emotional and mental health needs.	C	To provide pupil mentoring	Learning Mentor	Associated costs	Pupil progress meetings Pupil data	ongoing
	C	To provide support for families	Learning Mentor	Associated costs	Pupil progress meetings Pupil data	ongoing
	EC	To maintain a nurture area	SENCo HLTA	Time to maintain cosy corner	ECM meetings data	ongoing
	C	To explore nurture groups	SENCo Learning Mentor	Boxall profile Nurture resources Time	ECM meetings data	ongoing