

Accessibility Policy and Plan 2019-2020

St. Mary's Church of England Primary School



VISION

For children to be excited about their learning, proud of all their achievements, determined to be the best they can be, aware of the world around them, inspired by gospel values.

VISION IN CHILD SPEAK

I am excited about my learning, proud of my achievements, determined to be the best I can be, aware of the world around me, and inspired by gospel values.

MISSION

- Through excellent teaching we will deliver an inspirational curriculum
- We will enable every child to make the very best progress
- We will work in partnership with children and families to further promote confidence and self esteem
- We will prepare children to confidently face the challenges of growing up in the 21st Century
- We will provide children with an understanding of local, national and global communities and faiths.
- With St Mary's Church, Brookside Methodist, and other local churches, we will further develop understanding of gospel values in action through worship and across the curriculum

As a Church of England School, we are committed to meeting the needs of every individual child academically, socially and pastorally, and seek to be inclusive of everyone, whatever their needs are. Consequently, working with parents, we aim to support children within school, and will seek to avoid exclusion, however, we recognise that for some children and some situation, a period out of school may be the best way to support them.

Safeguarding Statement of Intent

St Marys Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at to the school. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

St Marys Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people through rigorous application of Safer Recruitment processes.

All applications for staff positions in the school are thoroughly vetted in accordance with policy. DBS checks are undertaken for all staff and for volunteers who work on a regular basis in school.

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

St Mary's School strives for all children, in keeping with the Mission Statement Aims and Values and the Every Child Matters agenda, to maximize their life chances and participate as active citizens in society by experiencing a positive learning environment that:

- Has high expectations of everyone
- Values their differences
- Offers respect and dignity
- Is challenging but supportive
- Is broad and balanced

We aim to achieve this by helping children overcome barriers to learning and enabling every child to participate fully in the curriculum.

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

If you have any concerns relating to accessibility in school, our school's complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body alongside senior staff.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equalities Policy
- Inclusion and Special Educational Needs Policy
- Medical Needs Policy
- Safeguarding and Child Protection Policy
- Complaints Policy and Procedures

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. All teachers and teaching assistants are aware of children's needs from class overviews and individual support plans.	Ensure curriculum is adequately differentiated to allow access for all disabled pupils and those with additional needs. Ensure that appropriate resources are provided for pupils as needed to encourage access to learning.	Share information with all agencies involved with individual children. Share information received from external professionals e.g. Educational Psychologists, advisory teachers etc. Class teachers to use this to influence differentiation and accessibility to the curriculum. Ongoing exploration of resources that may be beneficial for children with various needs. Continued use of specialist resources e.g. coloured overlays for pupils with visual difficulty (Reading Rulers), specially shaped pencils and pens for pupils with grip difficulty. Daily maintenance and use of radio aids when required. HI advisory teacher to support as needed.	Inclusion Leader Inclusion Leader Class teachers Inclusion Leader and Curriculum Leaders Key staff, Inclusion Leader	Ongoing priority across the year. Targets on support plans are reviewed every term. As required e.g. when there's an issue and upon transition of staff.	Positive impact on pupil progress. Barriers to learning are removed by use of specific resources e.g. laptop for extended writing. Needs of all learners met, enabling positive outcomes across the curriculum. Staff know how to operate/ maintain technology and learning experiences of pupils enhanced.
	School visits and residential trips are reasonably accessible to all	Ensure venues and means of transport are	Complete personal risk assessments for pupils with	Inclusion Leader	Each time a school visit	Reasonable and safe access to school visits

	pupils	vetted for suitability.	additional needs as required. Liaise with parents and venue staff to ensure that every consideration is made to safely ensure accessibility. Annual Epi-Pen training for all staff.	Class teachers Educational Visits Coordinator	takes place.	and residential trips for all pupils.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Use of low vision reflective tape on staircases and steps 	Ensure that all members of the school have access to the school environment.	Where necessary, re-organise classrooms in the junior block to reduce the need for disabled pupils to access the upper floor.	Headteacher Site Manager Inclusion Leader	In place and ongoing. Additional adaptations will be made as required.	<p>Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.</p> <p>People with disabilities can move safely around the school and be able to access the physical environment successfully.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Radio Aids and Sound Fields • Pictorial or symbolic representations 	Ensure all parents and other members of the school community can access school information	Availability of written material in alternative formats when specifically requested. The school will make itself aware of the services available for converting written information into alternative formats.	Inclusion Leader	In place and ongoing.	Information provided to disabled pupils/parents as appropriate. Written information available in alternative formats.

