

St Mary's Primary School & Nursery

Inspiring Learning Together

Accessibility Plan



Introduction

It is a fundamental part of our Christian foundation and ethos that everyone in our school should be treated with respect and dignity. Consequently we are committed to meeting all requirements to make our school as accessible as possible.

We have three key duties towards pupils with disabilities, under part 4 of the Disability Discrimination Act 1995:

- a. Not to treat any pupil less favourably for a reason related to their disability
- b. To make reasonable adjustments for pupils with disabilities, so they are not at a substantial disadvantage
- c. To draw up plans to show how, over time, we will increase access to education

This policy sets out the proposals of St Mary's for point c. above:

- Increasing the extent to which disabled pupils can participate in the school's **curriculum**
- Improving the **physical environment** of the school to enable fuller usage by disabled pupils
- Improving the delivery of **written information** to disabled pupils using appropriate means

What defines a disability?

A pupil has a disability if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on his / her ability to carry out normal day-to-day activities.

What defines "reasonable adjustments"?

The school will have regard to:

- Health & safety requirements
- The practicality of making reasonable adjustments
- The interests of other pupils
- The costs of any particular alterations to the premises, staffing arrangements, or special equipment required
- The extent to which aids and services may be provided by an Education & / or Medical Health Care plan, or by provision paid for outside the school's resources

St Mary's Primary School & Nursery plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the extent that it is reasonably able to do. A personal accessibility Plan will contain relevant actions, including advice from relevant professional agencies, to:

- Improve access to the **physical environment**, and physical aids to access education
- Increase access to the **curriculum**, expanding as necessary to ensure pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits. It may also cover the provision of specialist aids and equipment.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities e.g. handouts, timetables and information about school and events. The information should be made available in various preferred formats within a reasonable timeframe.

The Leadership Team will regularly consider the needs of the pupils with regard to these three areas. INSET will address the need for on-going awareness raising and training in the matter of disability discrimination and the need to inform attitudes on this matter.

Action Plans relating to these key aspects of accessibility are attached as appendices. They will be reviewed and adjusted on a regular basis, and re-drafted every three years. They should be read in conjunction with the curriculum policy documents, and:

- Inclusion, Diversity & Equality
- Appraisal
- Health & Safety
- SEND
- Behaviour
- SDP
- Appropriate Risk Assessments

Accessibility Plan 2020 - 2022

Appendix 1: Improving the physical access at St Mary's Primary School & Nursery

Outcome:	Description of development actions	Resources required	Lead Responsibility	Timescale
The school playground/outdoor play areas will be more accessible to all children	Improve flooring in EYFS play area (woodchip) so that younger children access play equipment more easily	Porous, play surface	Care taker/Head teacher	December 2019
During all school site developments to ensure that the school site is fully accessible to all pupils, parents, Governors, and other members of the community The school site complies with Health and Safety regulations at all times	Ramps, corridors, Disabled Bay Parking, disabled toilets and changing facilities - ensure all remain usable and remain in good condition.		Caretaker and Head	ongoing

Accessibility Plan 2020 - 2022

Appendix 2: Improving the curriculum access at St Mary's Primary School & Nursery

Outcome:	Description of development actions	Resources required	Lead Responsibility	Timescale
All pupils have access to a rich and exciting curriculum at an appropriate level	Teachers to incorporate differentiation into their planning and class activities to ensure all pupils access all learning objectives.	CPD to set expectations in planning Appraisal and monitoring systems	SLT and teachers	Ongoing plus staff training provided at least annually Every term To review termly
	Data analysis is used to identify those pupils working outside their expected level so that appropriate learning is planned for them.	Insight tracker training	SLT (including SENDCO)	Every term
	Provide one-to-one or small group work for those with specific needs. SLT time to analyse planning and work scrutiny to monitor pupils' learning opportunities Head teacher meets termly with individual teachers in 'Progress meetings' to analyse assessment data and set targets and arrange appropriate provision	Ta intervention timetables, planning and review Progress meetings	Head teacher, SENDCO and all teachers	To review termly

Accessibility Plan 2020 - 2022

Appendix 3: Improving the delivery of written information at St Mary's Primary School & Nursery

Outcome:	Description of development actions	Resources required	Lead Responsibility	Timescale
All pupils and parents are able to access information from the school in an appropriate and accessible format	Feedback on work is to be given in verbal or written feedback according to the age and ability of the pupil (see feedback and marking policy)	Class teachers, TAs	Class teachers	Ongoing
	Ensure all staff are aware of guidance on accessible formats. Guidance to staff on accessible information e.g. Dyslexia. Tests are to be modified if necessary.	Teacher time, resources as needed	Key stage lead, Head teacher	Ongoing
	Consider ways to improve communication with parents e.g. extra information given in face-to-face meetings (trips, parents evenings etc.), use of an interpreter (if required), larger fonts Add statement at the bottom of the newsletter to inform parents of options for help translating information Add statement to starter information forms: 'Please let us know if you require any further support in accessing written information provided from school.'	Translator and class teacher if appropriate	Head teacher	Ongoing (Newsletters) (Starter forms)

	School office will support and help parents to access information and complete school forms	Office staff time	Office staff, head teacher	On going
	Resources, including human resources, are to be deployed effectively to gain maximum benefit for the pupils eg- SEND children/EAL children	Deploy teachers and LSAs appropriately Staff to use resources available in school effectively.	SLT including SENCO	Ongoing
	Appropriate targets are to be set with each child in numeracy and literacy and reviewed with the child and parents regularly. IEPs	Class teachers	SLT, SENCO and class teachers	Literacy and numeracy targets reviewed with children termly and with parents every two terms at parent's evenings. IEP targets to be reviewed with parents and pupils termly. (See SEND policy)
	Provide access to outside agencies and seek advice from outside agencies where needed		SENDCO	SLT to monitor during work scrutiny and observations

Written by: Cathie Lampert + SLT: September 2020

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