

St Mary's Church of England Primary School



Learn. Grow. Achieve. Flourish.

Accessibility Plan 2021-2024

POLICY: Accessibility Plan
APPROVED BY: Full Governing Body
APPROVED DATE: November 2022
REVIEW DATE: November 2024

This policy is reviewed triennial

Our School Vision

St Mary's school vision is to embrace a Christian like way of living, learning and teaching.

As a Church of England primary school, we value and are ambitious for all children and are committed to providing a positive, happy, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

'I instruct you in the way of wisdom and lead you along straight paths' (Proverbs 4:11)

Purpose and Intent

The purpose of this plan is to show how we aim to develop and improve the accessibility of our school for disabled children, staff, parents /carers and visitors. We will ensure that there is no discrimination in relation to the accessibility of our school curriculum, school communications, and where possible, with reasonable adjustment, our school site.

This policy complies with the [Equality Act 2010: Schedule 10, Paragraph 3](#), the [Disability Discrimination](#) (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005 and follows guidance from [The Equality Act 2010 and schools \(2014\)](#).

Definitions

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. The definition can also include hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not itself mean a pupil is disabled. It is the effect on the pupil's ability to carry out normal day- to-day activities that has to be considered.

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. This policy complies with our funding agreement and articles of association.

In adherence to the [Statutory policies for schools and academy trusts \(2019\)](#), the accessibility plan will be:

- reviewed (at least) every three years, or in response to an individual student or member of staff needs with reference to this accessibility plan and the SEND policy and approved by the Governors.
- reported on annually.

This plan should be read in parallel with school's [SEND Policies](#) and SEND Information Reports for the Local Offer.

Our Aims

St Mary's Accessibility Plan contains relevant and timely actions to:

1. Increase access to the **curriculum** for pupils with a disability: to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits.
2. Improve and maintain access to the **physical environment** of the schools to include all building works and contingency planning during the upgrades and developments.
3. Improve the delivery of communications and **information** for disabled pupils and their families. The information should consider any disabilities that pupils and their families may have and their preferred formats. These will be made available within a reasonable timeframe in response to the needs.

Ensure classroom support staff have specific training on disability issues	<ul style="list-style-type: none"> TAs and LSAs regularly access training on general and specific SEND areas. Individual training for those who support children with specific needs delivered by appropriate professionals (e.g. OT, Physio, EP, etc.) 	To continue with this good practice. Being responsive to the pattern of need within our setting.	SENDCo	<p>LSAs and a growing number of other staff members are confident and effective at supporting children with SEND.</p> <p>Teachers feel supported</p>
Ensure, where possible, that LSAs are deployed according to their specialist areas of expertise to meet the needs of individual students.	<ul style="list-style-type: none"> LSAs are timetabled to support pupil needs according to their own areas of expertise wherever possible and this is reviewed by SENDCo regularly. 	To continue to timetable LSAs where they can offer the most appropriate support and enable students to gain most independence.	SENDCo	Pupils with a SEND receive support that meets their needs so they can achieve in their learning.
Ensure classroom resources meet the needs of specific children	<ul style="list-style-type: none"> Current resource provision takes account of pupil needs. Visual aids support learning. 	<p>To continue to renew and purchase appropriate aids as required.</p> <p>Liaise with curriculum lead and SBM to facilitate resources.</p>	SENDCo / Teaching Staff	Resources that are fit for purpose. Attention to class allocated and space.
All educational visits to be accessible to all	All visits have been planned to be accessible for all students.	To continue to ensure that due consideration is made for all students when planning educational visits.	SENDCo / Teaching Staff / SLT	Educational visits to be accessible to all. St Mary's is inclusive.
The PE curriculum is accessible to all pupils with a SEND.	PE curriculum to ensure PE accessible to all.	To continue to monitor and ensure the PE curriculum meets the needs of our pupils.	PE Coordinator & SENDCo	PE is accessible to all and adaptations made where required.

	Alternative roles are given to pupils who cannot take part in contact sports for medical reasons.	Where PE engagement is not possible as risk is too high, staff will seek professional help to engage pupil as much as possible.		
Schemes of work reflect the needs of all pupils and the taught curriculum reflects the needs and requirements of all.	Teachers' planning incorporates specific guidance from SEND Support Plans, external reports and includes support advice and guidelines.	To continue to plan lessons around specific needs and requirements for individual pupils to ensure that their needs are met	Class teachers / Year Leads	Lessons are accessible for all learning Support from SSSN
Pupil attainment is raised for all cohorts including those with SEND	Person centred planning reflects the needs of individual students with SEND and is updated at least three times per year with families and staff involved	To continue to ensure that teachers take responsibility for the learning of all students and make provision for those with a SEND.	SENDCo / SLT / Year Leads / Teaching Staff	All pupils can fulfil their potential and are involved in planning their own support and progress. Data shows improvement in progress and attainment
External agencies offer advice, support, and guidance	Referrals are made as required to outside agencies including but not exclusively EP, Counselling, ASD, and ADHD support, CAMHS, SaLT	To continue to ensure that all students are able to access the curriculum and suitable and relevant support	SENDCo / DSL / Pastoral / Wellbeing Leads	All pupils can access the curriculum and relevant/appropriate support as required
Parents/carers are kept up-to date with the progress of their child	Regular meetings are held with parents/carers as well as regular information pertaining to achievements and attitude to learning	To continue to report to parents on the progress of their child, socially, emotionally, and academically through reports and parent consultations/meetings	SENDCo / Class teachers	Parents are kept informed of the progress of their child and any interventions and support that is in place. Parents are supportive in curriculum teaching and learning for their child.

Aim 2

To improve and maintain access to the physical environment

Intention	Current good practice	Implementation	Person responsible	Impact
<p>Continually improve access to the car park and school building.</p>	<p>There are good relationships and communication with all stake holders.</p> <p>We currently have access for pupils and community members if they have a SEND. Including use of disabled parking</p> <p>Where building work is happening or due to take place, site access is under review in terms of security and as part of this plan, access is considered.</p>	<p>Liaise with SBM and Head to bring about improvements to the site.</p> <p>Consider access needs in all parts of the school site.</p>	<p>SENCo</p> <p>SLT</p>	<p>For the school to be easily accessible to all its stakeholders.</p> <p>Improvements bring about access needs.</p> <p>Clear lines of communication are available for those wanting to access school site.</p>
<p>Ensure all disabled pupils and members of staff can be safely evacuated.</p> <p>All fire escape routes are accessible or alternative arrangements can be made.</p>	<p>Clear evacuation and emergency planning procedures are in place.</p>	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all staff and students with physical difficulties.</p> <p>Review fire drill procedures.</p> <p>Develop a system to ensure all staff are aware of their individual and collective responsibilities</p>	<p>Assistant Head/ SENDCo / Site Manager</p> <p>All staff</p>	<p>All practices run smoothly with plans in place and adults are clear regarding roles and responsibilities.</p> <p>Pupils are supported and aware of procedures.</p>
<p>Ensure access to classroom resources through suitable adaptation, e.g. hearing</p>	<p>Adaptations suitable to meet pupil needs are currently available.</p>	<p>To keep up to date with and use relevant ICT options for use with visually impaired students or those with ASD, ADHD or Dyslexia/Dyspraxia.</p>	<p>SENDCo / Teaching Staff</p>	<p>Fully inclusive classrooms for those with SEND.</p> <p>Holly Hall requires sound boards and better speakers</p>

and / or visual support, ICT adaptations etc		Review class environments to support those with a SEND so all environments are calm learning spaces.		
To respond appropriately to audits of the school site and prioritise from these unless an individual need takes precedence.	Regular Health and Safety walks are carried out by the SLT and the premises staff to ascertain levels of risk, identify improvements and ensure staff and student safety and wellbeing.	To use H&S walks as a planning tool to assess priorities in spending to improve accessibility.	Head / SLT / Site Manager	System for improvement in place and responsive to needs. Every being used more by staff to report H&S concerns.

Aim 3

To improve the delivery of communications and information for disabled students and their families.

Intention	Current good practice	Implementation	Person responsible	Impact
Review information to parents/carers and the whole school community	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Pupils using Laptops and tablets to communicate and record their work. • Large print resources • Makaton/PECS • Use of video to model best practice. • Visual timetables or symbolic representations • Text, email, and website communication with families 	<p>Provide information and letters in clear print in “simple” English.</p> <p>School office or Team Leads will support and help parents to access information and complete school forms.</p> <p>Ensure the website and all documents accessible via the school website can be accessed by the visually impaired.</p>	Head / SLT / SENDCo	Communication is understood by all stakeholders.

	<ul style="list-style-type: none"> • Google translator on the new school website 	Considerations for translation from English (written and spoken)		
<p>Large print versions or audio recording is available for visually impaired. Braille versions can be provided.</p>	Schools order equipment and papers when required for public exams.	When requested or need identified.	Assistant Head/ Assessment Lead	Accessible print or format available for these with a visual impairment
<p>To provide information in other language for pupils or prospective pupils who may have difficulty with hearing or language barriers.</p>	<p>Access to translators where possible.</p> <p>Support in accessing information if translators etc are not available.</p>	When requested or SEND needs identified the SENCO will make communication possible.	SENCo and NTE/EAL lead	Supported communication.

Management, coordination, and implementation

The school has set the following priorities for the implementation of the accessibility plan:

- To ensure that the Accessibility Action Plan is regularly reviewed, evaluated, and updated at least annually.
- Staff/pupils and parents at the school are made aware of the Accessibility plan and refer to it when drafting and reviewing policies; linked policies are listed below.
- The Accessibility Plan will be made available upon request to any current parent or prospective parent who requests it.
- This plan will also be made available to any member of staff or applicant for a post at the school who requests it.
- This plan will be shared with the SLT and will inform relevant aspects of the school's development plan.

Equal Opportunities Statement

This policy applies to all and does not unlawfully discriminate because of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation

Review date: December 2022.

Health and Safety Walk: December 2020: Updates September 2021: Updated October 2022, updated October 2023

Excessive over £30K, High 20K-30K, Medium 10-20K, Low under 10K.

Location	Risk	Works	Completion Date	Cost bracket	IMPACT
Outdoor climbing wall	Loose and poorly erected. Children could fall or it could fall on children.	Remove and re-erect with safety in mind.	May 2021	Low	Safe for all children
Carpets in classrooms & Y4 area	Children are in COVID times and carpets are old in parts of the school. Potential trip hazard and health hazard	Replace with vinyl when refurbishing rooms, particularly KS1	May 2022	High	All KS1 classrooms are hygienic, orderly and enable wheelchair users better movement.
IT provision	Children need access to remote learning if not in school.	Purchase laptops and notebooks DfE devices	Dec 2020-July 2022	Medium	All children have access to IT equipment and can access learning.
Field	Children in frames and wheelchairs do not have access to the field.	Create a footpath around the field for wheelchair users and stability underfoot.	September 2021	Medium	All children have access to the field.

Outdoor large playground	Sleepers are working loose, and some are rotten. Children could be hurt.	To remove all sleepers	May 2021	Medium	Health and safety improvements
Outdoor Classroom	Ramp is narrow and has drop on either side. Wheelchair users or those with a frame could fall.	To make wider the ramp and improve sides of the ramp.	May 2021	Low	Health and safety improvements. Wider ramp for wider access and two-way traffic.
Classrooms and the main halls are very colourful, and some are over ambitious in display.	Children with ASD or ADHD can be hyperactive and /or find it difficult to learn. Behaviour can escalate	To streamline all classrooms and declutter wall spaces. Displays to match and borders with chairs to minimise colours. Reduce displays in halls and corridors	September 2022	Minimal with maximum impact	Classrooms are calm and coordinated learning spaces. Less behaviour disruption
Nursery lighting	The room is incredibly dark and dull making sight difficult for children.	Renew lighting in nursery.	September 2022	Low	Visibility is much better for learning.
Nursery outdoor All areas need to be accessible for all children and safe to play and learn.	Outdoor climbing frame too big and condemned. Tarmac at bottom of site is lifting and sunken in parts – uneven surface Stage inaccessible for children with a disability (high, muddy, slippery)	Remove climbing frame Make ground accessible for all children Move stage to better location Create new nursery entrance for easier access	September 2022	High	Nursery has better access for all. Children can play in safety and access all areas.

IT suite	<p>Poor shelving and storage. All computers at same height.</p> <p>Ceiling is open metal making it very noisy when raining.</p>	<p>Make this room into a calm space.</p> <p>Distribute computers in classrooms for use for SEND pupils or research base.</p> <p>Make good ceiling to reduce rain noise.</p>	September 2024	Excessive	<p>All classes can access in all weathers.</p> <p>Calm retreat for those who require it.</p> <p>Change roof to quieten sound Achieved £50K grant from LA</p>
Lifts	Need to be used more often	Allow staff and children with disabilities daily access	Now.	Low	All staff and pupils who struggle with stairs have access.
Disabled Toilets	The school only has one disabled toilet in Year R and One in main reception area of school.	<p>Increase disabled toilet to 4 across the school.</p> <p>1x new inclusion area</p> <p>1x KS1 toilet refurbishment</p>	September 2023	<p>Medium</p> <p>(LA to be encouraged to fund one)</p>	The school has numerous disabled toilets to support all staff and pupils needs.
Nursery classroom	<p>Outdated and health and safety concerns identified.</p> <ol style="list-style-type: none"> 1. Changing room for intimate care required 2. Removal of cooker from children learning space 3. Furniture full of staples and outdated. 4. Carpet and Lino in poor condition 	Refurbish Nursery class providing key learning spaces and fitted furniture to maximise learning spaces.	September 2024	High	<p>The nursery is fit for purpose, hygienic and wheelchair accessible in all areas.</p> <p>Toilets refurbished to include a larger cubicle for changing and hygiene cleaning.</p>

Outdoors	Many of the entrances have steps into and out of rooms making it difficult for children in wheelchairs and those who have a disability.	Replace with ramps and slopes.			Children with disabilities will have increased access to and from the school buildings
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