



**St Mary's CE Primary School**

# **Accessibility Plan**

**2016- 2019**

September 2016

## 1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for St Mary's.

## 2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy and related SEN information report;*
- *policy for Supporting pupils at school with medical conditions;* and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

## 3. Our vision and aims

St Mary's wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

September 2016

## **4. Current good practice**

### **Identification**

St Mary's asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary. We work closely with the Children's Centre and pre-schools in advance of pupils starting school to identify and offer support through transition into reception as well as local secondary schools as they move in to year 7.

### **Curriculum**

St Mary's has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of ASD, epilepsy, attachment disorder and SEMH on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff training regarding sensory impairments and the school environment;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI) and use of coloured paper and other tools for pupils with dyslexia.

### **Physical Environment**

St Mary's has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- dedicating parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet
- adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the shared areas and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- providing fabric blinds, curtains and carpets to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

### **Information**

September 2016

St Mary's already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols as well visual timetables to explain school rules/routines for pupils who benefit from this.

## 5. Implementation

Our Accessibility Plan shows how access to St Mary's will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable time frame.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local and in liaison with pupils, parents, staff and governors of the school and the Diocese. It will advise other school planning documents.

St Mary's will work in partnership with the Local Authority and Diocesan Board in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

St Mary's Accessibility Plan will be implemented by The Headteacher and SENCo

Sufficient resources will be allocated by St Mary's to implement this Accessibility Plan.

## 6. Monitoring

The St Mary's Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the People Committee.

September 2016

The governing body, or proprietor will monitor activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The complaints procedure covers the Accessibility Plan.

September 2016

**St Mary's Accessibility Plan - 2016-2019: Improving the Curriculum Access**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum  Monitored through provision mapping	On going	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment  Access to pupil premium funding and partnership with other agencies e.g. funding for breakfast club	On going	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	On going	More time available for pupils to participate in curriculum activities
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class through provision mapping and staff accordingly  Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff	On going	All pupils are supported to achieve their full potential

September 2016

**St Mary's Accessibility Plan - 2016-2019: Improving the Physical Access**

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

<b>LOCATION</b>	<b>ITEM TO IMPROVE PHYSICAL ACCESS</b>	<b>ACTIVITY</b>	<b>TIMEFRAME</b>
Outside areas	<ul style="list-style-type: none"> <li>◦ Pedestrian access</li> <li>◦ Car parking</li> <li>◦ Paving</li> </ul>	<ul style="list-style-type: none"> <li>◦ Review Pedestrian access</li> <li>◦ Access for disabled drivers to Accessible Parking Bays and staff parking only at start and end of school day</li> <li>◦ 1) Review levels, gradients, cambers and gullies in proximity to all pathways</li> </ul>	On going
All areas	<ul style="list-style-type: none"> <li>◦ Signage</li> <li>◦ Contrasting colours to aid visibility</li> <li>◦ Improve classroom furniture layouts to increase access</li> <li>◦ Security access</li> </ul>	<ul style="list-style-type: none"> <li>◦ Consider location</li> <li>◦ Replace and upgrade on rolling programme</li> <li>◦ Assess annually depending upon classroom use</li> <li>◦ Staff to be aware of mobility and H&amp;S issues</li> <li>◦ Lower security key pads to enable use by all</li> </ul>	On going
Corridors and general areas	<ul style="list-style-type: none"> <li>◦ Remove trip hazards</li> <li>◦ Observe fire exit routes</li> <li>◦ Increase signage and aids for visual and hearing impaired</li> </ul>	<p>Identify appropriate storage for equipment and ensure that items are not left indiscriminately. Monitor through regular checks particularly coat areas</p> <p>Remove obstacles around signed emergency routes</p>	On going

**St Mary's Accessibility Plan - 2016-19 : Improving the Delivery of Written Information**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	As required	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through hard copy and website	As required	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	On-going	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Communication audit by SALT  On-going Performance Management arrangements Training on range of issues such as functional use of language, Signalong and managing SALT plans  Other training as required	Awareness of target group raised	On-going	School is more effective in meeting the needs of pupils.

**Route Map of Policies linked to Safeguarding in school**

<p><b><u>Curriculum Policies</u></b>          Educational Visits          Personal Social Health Education          Religious Education          Collective Worship          Sex Relationships Education          Spiritual Moral Social Cultural          Teaching &amp; learning          Physical Education</p>	<p><b><u>SEND Policies</u></b>          Special Educational Needs and disabilities          Gifted and talented          Accessibility          Equality          Supporting Children with Medical Conditions          Drugs and Alcohol          Medical &amp; First Aid          Intimate Care</p>	<p><b><u>Health &amp; Safety Policies</u></b>          Health and Safety          Risk Assessment          Critical Incident          Emergency Plan          Use of Force</p>
<p><b><u>Pupils</u></b>          Behaviour          Anti-Bullying          Internet          Medicines</p>	<p><b><u>Data</u></b>          Freedom of Information          Data Rights          Access to personal Files</p>	<p><b><u>Staffing</u></b>          Allegations          Whistleblowing          Internet usage          Social media          Code of Conduct          Confidentiality          Disclosure and Barring          Disqualification by Association          Discipline          Volunteers          Recruitment</p>
<p><b><u>Local Authority/HR</u></b>          Admissions          Child in Care          Data Protection</p>	<p><b><u>Finance</u></b>          Charging and Remissions          Pupil Premium          Necessitous Clothing</p>	