



Accessibility Plan

St Mary's Primary School



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Accessibilty Plan

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Accessibilty Plan

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.

At St Mary's we strive to ensure all pupils, regardless of age, gender, ethnicity, religion, attainment, need or disability, are able to access the curriculum, environment and wider school community. We want our pupils with disability to thrive and be celebrated alongside their peers.

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

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

The school supports any available partnerships to develop and implement the plan.

We currently work with physical and sensory support, physiotherapy, occupational therapy, moving and handling and care and independence to meet the needs of our pupils with a disability.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff, governors, pupils and parents/carers.

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.

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Accessibilty Plan

3. Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils which becomes more personalised as need requires.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability and targets are set where appropriate.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</p> <p>Consideration is taken when covering topics that may be</p>	<p>To receive support from physiotherapist and physical and sensory support to ensure PE sessions are appropriate for certain pupils and receive recommendations for adaptation</p> <p>For more children with disability to take part in clubs and school shows/events where</p>	<p>Arrange dates with the relevant services for them to observe our children with a disability</p> <p>Ensure pupils are aware that they can take part in the clubs and school shows/events. Encourage them to sign</p>	<p>SENDCo Class Teachers</p> <p>Club Leaders Teaching Assistants</p>	<p>Spring 2020</p> <p>Summer 2020</p>	<p>1. Services will support us in improving access to PE and Games sessions</p> <p>2. Children will enjoy these sessions and feel a sense of achievement from taking part</p> <p>1. Ensure all staff running clubs/extra-curricular activities advertise with the message that all are</p>

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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 • Platform Risers • Corridor and door width • Disabled parking bays • Disabled toilets and changing facilities • Resources at wheelchair accessible height • Hoist systems in classroom and disabled toilet 	<p>To have a hoist fitted in a space separate to the classroom where children can complete physio in a private space</p>	<p>Discussion with SRM re possibility of installation</p>	<p>SENDCo</p>	<p>Spring 2020</p>	<ol style="list-style-type: none"> 1. Agreement to install additional hoist 2. Staff on site to measure up and fit
		<p>To improve access across infant and junior sites via ramped surfaces</p>	<p>Current building works to include accessible ramps</p>	<p>SENDCo Headteacher</p>	<p>Spring 2020</p>	<ol style="list-style-type: none"> 1. Discussion re building plans and need for accessibility to all areas of school 2. Plans drawn up and agreed 3. Building work completed
		<p>For children in wheelchair to have the option to swim in the summer</p>	<p>Discussion with SRM re options</p>	<p>SENDCo Headteacher</p>	<p>Summer 2020</p>	<ol style="list-style-type: none"> 1. Find out if possible 2. Discuss options and costs 3. Risk asses and decide if viable 4. Site visit to measure up and fit 5. Talk everyone through risk assessment including swimming teacher

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses the following communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Pictorial or symbolic representations • Desk slants • PECS • Makaton signing • Eyegaze (AAC) 	<p>To develop the use of Makaton across reception and Year 1</p>	<p>Staff trained to deliver training to staff in EYFS and Year 1</p>	<p>SENDCo Class Teachers Teaching Assistants</p>	<p>Summer 2021</p>	<ol style="list-style-type: none"> 1. Arrange training dates 2. Agree signs that all staff will use 3. Provide training 4. Implement and monitor impact

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4. 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.

5. Links with other policies

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

- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Special educational needs policy
- Administration of medicines policy

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Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				

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Toilets				
Reception area				
Internal signage				
Emergency escape routes				



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