



We are committed to ensure that the culture, ethos and environment of the school values all pupils, staff, parents and visitors and that everyone is equally valued and treated with respect taking account the Equality Act 2010, Disability Discrimination Act (DDA) 1995 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015.

Aims of the Plan

The School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of all pupils.
- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama.
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate.
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- Planning the physical environment of the school to cater for the needs of pupils with disabilities.
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training.
- Providing written information for pupils with disabilities in a form which is user friendly.
- Examining our library and reading books to ensure that there are examples of positive images of disabled people.

Contextual Information

St Mary's Catholic Primary School has been in its current location since 1893. The main school is in the original Victorian building which has seen a number of changes, including extra classrooms and school hall. There are disabled toilets on both storeys and the school can be accessed on all levels using two lifts located in the Reception area. The additional building (previously St Mary's House) which is attached to the original school building, is split storey with wheelchair access through a wooden door in the lower playground. The upper classrooms can also be accessed using a lift. The top storey of this building is not accessible via the lift but is used only by staff and primarily used for storage.

The main entrance to the School is via a steep slope from the car park, but can be accessed through alternative entrances adjacent to the school hall and next to Venford Classroom.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities.

Plan for Accessibility

This plan covers three main strands:-

1. *Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.*

This strand of the plan covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture.

It is the aim of the school to provide aids to physical access including ramps, handrails, lifts, widened doorways, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems. Further aids to access will be provided to the extent that the physical restrictions of the school site and the financial resources available allow.

Physical aids to access education cover things such as IT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils, braille and large print books will all be considered and acquired, based on individual need at the time. Consideration will be given to hiring in equipment if necessary.

2. *Increase the extent to which disabled pupils can participate in the school's curriculum.*

This strand of the plan aims to help to improve access to the full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

The school will to plan to enable access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND Code of Practice (2014).

3. *Improving delivery of information to pupils with disabilities.*

This part of the plan aims to make information normally provided by the school in writing to its pupils - such as handouts, timetables, textbooks, and information about school events available to disabled pupils. This will include alternative formats such as Braille, audiotape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or IT. This information will be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related school policies

Equality is always considered when drawing up and reviewing school policies. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities policy and action plan
- Health & Safety (including off-site safety)
- Special Educational Needs
- Behaviour Policy
- School Improvement Plan
- School Prospectus and Mission Statement

Monitoring

We will monitor

- Admissions
- Attainment
- Attendance
- Exclusions
- Selection & recruitment of staff
- Governing body representation

The Accessibility Plan will be monitored through the Assets Committee of the Governing body annually.

School Accessibility Plan 2020 – 2022

Access to the Physical Environment

| Action | Strategies | When? | Who? | What are the success criteria? |
|---|---|-------------------------------------|---|--|
| <p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school governors are aware of access issues</p> | <p>To create access plans for individual disabled children as part of the process of creating My Plans and Education and Health Care Plans.</p> <p>To ensure staff and governors can access areas of school as required. Where areas of the school are not accessible e.g. office hatch, upper storage area, alternative arrangements for talking to people would be used.</p> <p>To include consideration of the Accessibility Plan, as part of the Health and Safety meetings that take place.</p> <p>Share, agree and review the accessibility plan at Assets Meeting.</p> | <p>As required</p> | <p>SENDCo / Class teacher / Headteacher</p> <p>Headteacher / H&S governor/ Assets Committee</p> | <p>‘My Plans’ in place for disabled pupils, and all staff are aware of pupils’ needs.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Pupils able to access teaching areas within the school.</p> <p>School governors are aware of the aims of the plan and action points monitored to ensure that they take place in the time scales given.</p> |
| <p>Maintain safe access for visually impaired people.</p> | <p>Check condition of yellow paint on step edges regularly.</p> <p>Check exterior lighting is working as part of weekly fire alarm checks.</p> <p>Consider school grounds and ensure accessibility for visually impaired.</p> | <p>Ongoing checks (half termly)</p> | <p>Headteacher / H&S governor/ H&S co-ordinator</p> | <p>Visually impaired people feel safe in school grounds.</p> |
| <p>Ensure all disabled people can be safely evacuated.</p> | <p>Ensure there is a Personal Emergency Evacuation Plan (PEEP) for all disabled personnel.</p> <p>Ensure all staff are aware of their responsibilities in evacuation through half termly fire drills.</p> | <p>Termly</p> | <p>Headteacher/ H&S co-ordinator/ SENDCo</p> | <p>All disabled personnel are safe in the event of a fire.</p> |

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| Ensure hearing loops in classrooms (where available) are functioning to support pupils with a hearing impairment. | Check current equipment and take appropriate advice about any additional equipment if this becomes necessary | As required | Headteacher/ SENDCo | All children have access to the curriculum |
| Ensure that adequate arrangements are made for pupils with medical needs. | Follow up to date advice of professionals through training or online support. Review practice and statistics to analyse absence/ access. | On going and as part of annual review/ | Headteacher/ SENDCo/ H&S co-ordinator and Assets Committee | Attendance record as high as possible. |
| School meal provision caters for those with additional dietary needs. | Review menus termly with catering manager to ensure that dietary needs are met. Lunchtime supervision enables meals to be served safely to specific children with dietary needs. Analyse any difficulties with provision and record 'near misses' in the Accessibility Log. | Termly and as required. | Headteacher/ H&S co-ordinator and Assets Committee | All pupils catered for in terms of their dietary needs. |

Access to the curriculum

| Action | Strategies | When? | Who? | What are the success criteria? |
|--|---|---------|--|---|
| 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 by link professionals, guidance from outreach services (e.g. Bidwell Brook) CPD identified and monitored by HT through Appraisal Process. | Ongoing | SENDCo / Headteacher | Raised confidence of staff in supporting pupils and ensuring they fulfil their potential. |
| Reasonable adjustments made to ensure that school visits and trips are accessible for all pupils. | Ensure venues and means of transport are vetted for suitability. | Ongoing | Educational Visits co-ordinator/ SENDCo/ Headteacher | All pupils are able to access school trips and take part in a range of activities |
| Ensure all children are able to participate in lunchtime and after school activities. | Keep registers of club attendance and ensure that all groups of pupils are represented. | Termly | Headteacher | All children are able to participate equally in 'out of school activities'. |

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| <p>Consider the use of IT to support pupils with specific needs to enable access to the curriculum.</p> | <p>Look at use of software to support specific pupils (as recommended by outreach from LA).</p> <p>Consider use of tablet PCs, laptops and video recorders as alternative means of recording ideas where necessary.</p> | <p>Ongoing</p> | <p>SENDCo and Headteacher</p> | <p>Pupils able to demonstrate good progress in English.</p> |
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Access to information

| Action | Strategies | When? | Who? | What are the success criteria? |
|--|--|----------------|-------------------------------|--|
| <p>School newsletters, prospectus and other information available for parents/ carers in alternative formats</p> | <p>Ensure that all school information available for all through hard copy and school website.</p> <p>Review school publications consider whether it could be provided in different formats for those who require it e.g. large print or contrasting colours.</p> | <p>Ongoing</p> | <p>Bursar and Headteacher</p> | <p>Delivery of school information to parents and the local community improved.</p> |

