

# **Accessibility Plan**

St Mary's C of E Primary School



'Learning to live life in all its fullness'

John 10.10

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## Our School Values

At St Mary's C of E Primary School, we expect all staff, governors and volunteers to commit to our vision 'Learning to live life in all its fullness', underpinned by our core values of respect, humility, trust, peace, courage, compassion, friendship, forgiveness and honesty. We have a strong ethos of collaboration and teamwork based on respect and valuing all contributions. We believe that each member of our school community is loved as a unique child of God. We want to recognise their value and worth, aspiring to flourish in all aspects of their life.

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## Aims, of the Accessibility Plan

This plan outlines how St Mary's C of E Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. 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 plan aims to

- Increase the extent to which pupils with disabilities can participate in the curriculum Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with

- Pupils' parents
- The headteacher and other relevant members of staff
- Governors
- External partners

### **The Accessibility Audit**

The governing board will undertake a regular Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
  - Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
  - Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
  - Visual disabilities – this includes those with visual impairments and sensitivities
  - Auditory disabilities – this includes those with hearing impairments and sensitivities
  - Comprehension – this includes hidden disabilities, such as autism and dyslexiaThe findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Access to Curriculum – Action plan

Target	Who	Timescale	Outcomes/success criteria	Complete
Learning Aids to be produced	SENDCO	Ongoing	Resources from external agencies made available for use eg dyslexia friendly resources.	In line with current pupils needs.
Intervention training for support staff	SENDCO	Ongoing	Support staff able to work with increased knowledge and provide appropriate resources for pupils.	In line with current pupils needs.
Termly learning support meetings to take place and address and assess pupils needs	SENDCO	Via annual EHCP assessment	Pupils needs reviewed and being addressed.	In line with pupil's personal plans
Training for teachers on differentiating the curriculum	SENDCO/ Headteacher	Ad hoc	Teachers are able to meet the needs of children to access the curriculum.	Yes
Staff trained to meet individual needs of the pupils where applicable	SENDCO/ School nurse	Ad hoc	Staff training for specific needs	EpiPen awareness and Asthma training

## Access to the Physical Environment – Action plan

Target	Who	Timescale	Outcomes/success criteria	Complete
<p>To review the accessibility of all areas of the school.</p> <ul style="list-style-type: none"> <li>School Leaders to complete a Learning Walk. Focus: Accessibility of both the inside and outside environment.</li> </ul>	Headteacher SLT	Ongoing	All aspects of the school environment will have been evaluated.	
<p>To ensure that all individual with a disability can be safely evacuated.</p> <ul style="list-style-type: none"> <li>Personal Emergency Evacuation Plans (PEEPs) for identified individuals.</li> </ul>	SENDCo	Ongoing	PEEPs implemented for identified individuals and named adults aware of the procedures to follow.	
<p>To ensure that the care facility is well maintained and all equipment is in good working order and easily accessible.</p> <ul style="list-style-type: none"> <li>Care facility to be cleaned on a daily basis. Resources and equipment need to be stored</li> <li>Regular maintenance check of equipment.</li> <li>Regular maintenance check of equipment</li> </ul>	Site Manager	Ongoing	Care room is hygienic and easily accessible.	
<p>To be fully aware of the access needs of disabled pupils, staff, parents and carers.</p> <ul style="list-style-type: none"> <li>Access arrangements to be discussed with stakeholders and external agencies on entry to school.</li> <li></li> </ul>	Headteacher SENDCo	Ongoing	Access needs are addressed for pupils, staff, parents and carers. All stakeholders are included in school life.	
<p>To ensure that classroom equipment and resources are accessible for all pupils.</p> <ul style="list-style-type: none"> <li>Learning Walk to be completed. Focus: Accessibility of resources and equipment.</li> </ul>	Headteacher SLT	Ongoing	Increased independence of pupils.	

**Access to Information– Action plan**

Target	Who	Timescale	Outcomes/success criteria	Complete
<p>Visual Timetables to be accessible for all children.</p> <ul style="list-style-type: none"> <li>• Visual timetables to be differentiated according to needs and age of the pupils (written or pictorial).</li> <li>• Individual desktop timetables for identified children to be discussed at Provision Mapping Meetings.</li> <li>• Learning Walk Focus: Check that timetables are visible to all children</li> </ul>	<p>SENDCo Class Teachers</p>	<p>Ongoing</p>	<p>Help to reduce the levels of anxiety amongst learners. This multi-sensory approach helps learners to behave well, be motivated, develop independence and reinforce conceptual understanding.</p>	
<p>To ensure that statutory information and policies are available on the school website.</p>	<p>Headteacher SLT</p>	<p>Autumn term annually</p>	<p>Inform parents and carers of policy updates via school website.</p>	
<p>To improve accessibility of information available to all stakeholders.</p> <ul style="list-style-type: none"> <li>• Information to be provided via school newsletters and website.</li> <li>• Personally share key information with the parents and/ carers of pupils with complex SEND e.g. telephone calls, notes.</li> <li>• Consider the availability of written materials in alternative formats upon request. <ul style="list-style-type: none"> <li>• Review the format of the school prospectus</li> </ul> </li> </ul>	<p>Headteacher SLT Class teachers</p>	<p>Ongoing</p>	<p>Parents and carers find it easier to locate the information they require. Stakeholders feel better informed and involved in the decision making processes.</p>	
<p>All pupils have efficient and effective methods of recording their home learning tasks.</p> <ul style="list-style-type: none"> <li>• Pre-printed instructions to be provided.</li> <li>• Home-To-School communication books to be used for additional instructions and dialogue with parents and/ carers where appropriate</li> </ul>	<p>Class Teachers Teaching Assistants</p>	<p>Ongoing</p>	<p>Parents and/ carers have a clear understanding of the expectations for home learning tasks.</p>	