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# St. Mary's CE Academy

'Excellence through faith & learning'



# Accessibility Plan

*"I have come that they may have life,  
and have it to the full."*

**John 10:10**

**Reviewed: Spring 2021**

**Approved by Governors: Summer 2021**

**Date of next review: Summer 2022**

# Accessibility Plan



## Our Ethos:

At St Mary's CE Academy, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God.

Compliance with the Equality Act is completely consistent with our vision & aims, our Equal Opportunities Policy & SEND Information Report.

The Special Educational Needs & Disability Act 2001, extended the Disability Discrimination Act 1995 (DDA) to cover education. The DDA defines *disability* as: '*A person has a disability if he or she has a physical or mental impairment that has a substantial & long-term adverse effect on his or her ability to carry out normal day-to-day activities*'.

## Our Principles:

The Governing Body & staff at St Mary's have full regard to their responsibilities & duties under the DDA & Equality Act 2010 & are therefore committed to doing the following:

- ✓ Never discriminating against disabled pupils in their admissions, exclusions, provision of education or access to associated services;
- ✓ Never treating disabled pupils less favourably;
- ✓ Always taking every reasonable step to avoid putting disabled pupils at a substantial disadvantage;
- ✓ Recognising the value the young person's / parents' knowledge of their disability;
- ✓ Identifying the effect that his/her disability has on their ability to carry out activities;
- ✓ Respecting the parents' / child's right to confidentiality;
- ✓ Providing all pupils with a broad & balanced curriculum that is differentiated, personalised & age appropriate.

## Our Aims:

- ✓ To be at the heart of our locality by working in partnership with families & the wider community;
- ✓ To be a learning community which fosters creativity, independence & a passion for learning.
- ✓ To enable our children to develop the essential skills for a happy & fulfilled life.
- ✓ To deliver first quality teaching, with high expectations for all, that enables children;
- ✓ To succeed & achieve their potential.
- ✓ To provide a nurturing & stimulating environment that supports & celebrates learning;
- ✓ For all members of the school community to model positive, respectful relationships.

### **Our School's Context:**

St Mary's is a Church of England school for boys & girls from age 3 to 11. The school dates back to 1865 & was built on an extremely steep hill surrounded by narrow roads & terraced Victorian houses. St Mary's was built on three floors & is accessed by a series of staircases. Whilst we are completely committed to fair & full access to all children whatever their disability, we are fully aware that those with limited mobility may have some difficulty in getting around. In an instance where a child does have limited mobility, then we would draw up a fully individualised plan & risk assessment according to their requirements in order that they would feel safe, happy & reach their full potential.

### Current good practice:

- ✓ We aim to ask about any disability or health condition in early communications with new parents / carers as part of our school admission procedure. This policy then leads on to the planning & risk assessment process whereby we would do an individual plan.
- ✓ The KS2 entrance to the school is flat & has a ramp.
- ✓ The main entrance has a two door opening & wide avenue to get into the school.
- ✓ The school has internal emergency signage & escape routes that are clearly marked.
- ✓ We support pupils with both physical disabilities & learning needs to access areas of the curriculum they find difficult.
- ✓ Where an area of the curriculum is a challenge for physically impaired pupils, we seek expert advice for identified individual needs.
- ✓ We consult with experts when new situations regarding pupils with disabilities are experienced in order that we can meet the needs & requirements of all of our children.

### **Our Plan:**

This plan sets out the proposals of the Governing Body of St Mary's to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ✓ increasing the extent to which disabled pupils can participate in the **school curriculum**;
- ✓ improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education & associated services;
- ✓ improving the delivery to disabled pupils of **information**, which is provided in writing for pupils who are not disabled.

In addition, it is a requirement that the school's accessibility plan is resourced, implemented, reviewed & revised as necessary & reported on annually.

Our Accessibility Plan, has been designed whilst working within the national framework for educational inclusion provided by the following:

- ✓ Inclusive School (DfES 0774/2001)
- ✓ SEN Disability Act 2001
- ✓ The SEN Revised Code of Practice 2014
- ✓ The Disability Discrimination Act (amended for school 2001)
- ✓ Code of Practice for Schools (Disability Rights Commission)
- ✓ OFSTED guidance.

# Accessibility Plan



What needs to happen? What it will look like?			Who?	With?	When?
Priority	Success Criteria	Action	Lead	Resources	Timescale
<b>Environment:</b> Increase access to the physical environment.	All children have complete & full access to all aspects of the school environment.	<ul style="list-style-type: none"> <li>✓ Review needs of each cohort as they start school and for pupils new to the school during term times.</li> <li>✓ Risk Assessment &amp; Care Plan including environmental aspects (mobility / wheel chair access, toileting, etc.) to be drawn up to ensure safe &amp; easy access &amp; mobility around school.</li> <li>✓ School resources / improvements to be budgeted for as necessary according to needs, e.g. ramps.</li> <li>✓ Corridors to be kept clear of hazards / untidiness that will get in the way of mobility.</li> <li>✓ Access to emergency &amp; escape routes to be well labelled with clear signage as well as maintained &amp; kept clear.</li> <li>✓ Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint for the visually impaired.</li> <li>✓ Trip hazards to be identified and addressed &amp; ongoing maintenance.</li> </ul>	SENDCo SBM Admin EHT HoS BO	Budget for school improvement	As necessary
<b>Curriculum:</b> Increase access to & enhance the curriculum for all pupils with a disability.	All children have complete & full access to all aspects of the curriculum.	<ul style="list-style-type: none"> <li>✓ Any child that is new to the school has their needs fully assessed.</li> <li>✓ Review needs of each cohort as they start school and for pupils new to the school.</li> <li>✓ Review the Curriculum to consider the needs of all children including those with disabilities.</li> <li>✓ Consult Outside agencies as necessary to provide reports / support in meeting the child's individual needs.</li> <li>✓ Hold Termly Reviews (or more often) between class teachers / SENDCo</li> <li>✓ Plan ongoing training / CPD programme with staff as &amp; when necessary in order that the individual needs of children can be fully met.</li> <li>✓ Monitor the CPD programme to ensure staff awareness &amp; that all aspects are up to date, e.g. specialist team supports (sight &amp; hearing impairment / Autism team), school nurse, etc.</li> <li>✓ Deploy &amp; timetable support &amp; pastoral staff wherever there is the most need in order that all children can access the curriculum.</li> <li>✓ Adapt the curriculum as necessary to fit the individual needs of the child as necessary including: pastoral / intervention / programme support.</li> <li>✓ Purchase / make specialist resources as necessary in order to increase access to the curriculum, e.g. visual timetables, coloured overlays, braille, magnifiers, modified keyboards, enlarged printed materials, sensory equipment, sloping boards, pencil grips, wobble cushions, reading rulers, fiddle toys, apps, devices, IT, coloured paper &amp; books, etc.</li> <li>✓ Complete access arrangements in order for all children to be able to complete SATs.</li> <li>✓ Plan &amp; risk assess all out of school / extracurricular activities to include every child with reasonable adjustments to enable the participation of all.</li> <li>✓ Consult the Pupil Voice through monitoring &amp; evaluation systems laid out in M&amp;E Cycle.</li> </ul>	SBM/ Admin HoS SENDCo class teachers TAs outside agencies	Enrolment papers Support Plans One Page Profiles My Plans EHCP etc. M&E Cycle Budget for resources / training as necessary	Enrolment
<b>Communication:</b> Increase access in communications & engagement with all parents / carers.	All parents / carers have full access & are fully informed about their children's education & wellbeing no matter what theirs / their children's needs are.	<ul style="list-style-type: none"> <li>✓ Updates the school website with easy to understand information that can be accessed by all.</li> <li>✓ All communications to be produced in clear &amp; easy to understand English.</li> <li>✓ Translations of communications are created where possible.</li> <li>✓ Staff are always available on site to provide explanations as necessary.</li> <li>✓ An Open door policy is encouraged to provide help, support as well as early help through different agencies as necessary.</li> <li>✓ Termly meetings to take place with parents/carers with written Report Booklets to take away &amp; include clear / easy to understand tables of where their children are at academically &amp; including behaviour &amp; attitudes.</li> <li>✓ Termly consultations / Annual Review meetings to take place with SENDCo.</li> <li>✓ Parent Workshop sessions are to be held termly &amp; to include + parent handouts / resources to aid them in the support of their children.</li> </ul>	SLT SENDCo	Website Leaflets Booklets	Termly reviews