Accessibility Plan

THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

1. Aims of the Accessibility Plan

This plan outlines how St Mary's c of E Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

Through this plan we aim to:

- 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. (i.e. the curriculum, physical environment and information)

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 and allocate adequate resources in the implementation of this strategy.

Definition of a Disability

"A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities"

Disability Discrimination Act – 1995 (DDA)

The Trust (DSAT) and 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 Head Teacher and other relevant member of staff.
- Governors and Local School Board (LSB)
- External partners.

2. Key principles

Our School recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to SEND Code of Practice.

St Mary's C of E Academy:

- Recognises and values the parent's knowledge of their child's disability and its effect on his/her ability.
- Respects the parent's and child's right to confidentiality.
- The academy provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning style, by:
    - Setting suitable learning challenges
    - Responding to students' diverse learning needs
    - Overcoming potential barriers to learning and assessment for individual and groups of students
    - Endorsing the key principles in the National Curriculum Framework

This plan will contribute to the review of the school development plan and to related school policies

Including:

- Equal Opportunities Policy
- Teaching and Learning Policy

3. Review

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local School Board

4. The plan below outlines the main provisions and actions that the school has made and is planning to make, to achieve the key objectives linked to Curriculum, the environment and policies and initiatives including improvements to the delivery of information to pupils with a disability.

Planning duty 1: Curriculum

Activity	**Responsible**	**Timescale**	**Outcome**
Provide quality, planned professional development for all teaching staff each week linked to quality first teaching, embedding habits and routines for learning and curriculum development	HT	Ongoing and planned termly in line with identified priorities	Staff are fully up to date with current curriculum development and ensure a good level of provision is in place in their classrooms and beyond for all SEND pupils, who make good or better progress a s a result
Ensure that teachers are able to deploy teaching assistants effectively when supporting pupils with SEND.	SLT & Class teachers	Review termly following SEND parent meetings and pupil progress meetings with staff.	Teachers understand the different SEND issues in their classes and can make informed decisions about the more effective use of teaching assistants. Teachers plan and monitor the use of interventions.
Share good practice relating to disability issues and data.	SENDCo	Ongoing when needs and strengths are identified	Precise and well-planed teaching and learning takes place in all classrooms and SEND pupils make good progress in line or above their peers.
Monitoring of teachers' practice will include careful consideration 'reasonable adjustments' made.	HT SENDCo	Ongoing weekly and haf termly monitoring of provision and practice in classrooms.	Precise and well-planned teaching and learning takes place in all classrooms, which allows SEND pupils to fully access the curriculum. Pupils with SEND therefore make good progress in line with their peers.
Audit of staff training needs	HT SENDCo	Termly meeting between SENDCo and HT to collate evidence and make informed choices about future development for staff.	Professional development is relevant and purposeful. Consistently good teaching is in place and SEND children have their needs met through the curriculum. SEND pupils reach their targets.

Planning duty 2: Environment

Activity	Responsible	Timescale	Outcome
Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school	Premises Manager and Trust Buildings Manager	Termly Annual Audit	The environment is fully accessible and is maintained to a very good standard
Consider, as part of the audit, the provision of ramps, disabled parking, lifts and improvements to doorways; the provision of furniture and apparatus to improve access.	Premises Manager and Trust Buildings Manager	Termly Annual Audit	The environment is fully accessible and is maintained to a very good standard
Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budget. (Further actions to be developed following audit).	Premises Manager and Trust Buildings Manager	Termly Annual Audit	The environment is fully accessible and is maintained to a very good standard

Planning duty 3: Information

Activity	Responsible	Timescale	Outcome
Behaviour policy review: ensure the policy supports all children to learn in a safe and supportive environment, adapting the policy when necessary to meet a range of complex needs.	HT SLT	Annually	The Behaviour Policy
Include information and key documents on School website/learning platform	HT	Annually	The website is compliant and informative
Include aspects of Disability Equality in assemblies and worship	HT	Long term plan reflects frequent reference to protected characteristics across each term, including disability	Children develop a good understanding of equality through topics covered and resources used.
Review the accessibility of written information to those with a disability and implement any necessary actions for improvement. Ensure staff make appropriate adjustments to support access, e.g. use of coloured overlays/backgrounds, ensuring texts are phonically decodable at the child's stage of development. The school will work closely with SEND professionals in terms of supporting children with hearing and visual impairments	HT SENDCo	Termly	Written information is fully accessible to parents and children.