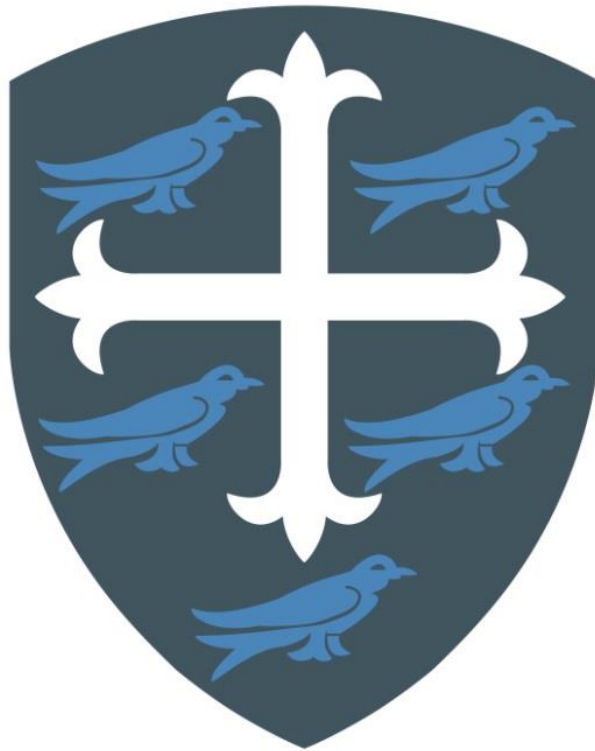


St Mary's Catholic Primary School



Accessibility Plan

Legal Status:	Statutory
Last Review:	November 2020
Review date:	February 2024
Next Review:	February 2026
Responsible Person:	Governing Body

Mission Statement

"The family of St Mary's strives to grow in God's love and care by learning together and valuing the uniqueness of each person."

SECTION 1:

Introduction

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.

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

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. 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 pupils, parents, staff and governors of the school.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA).

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

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.

Key Objectives

To reduce and, where possible, eliminate barriers to accessing the curriculum and for pupils to have full participation within the school community.

Principles

Compliance with the DDA and the Equalities Act 2010 is consistent with St Mary's aims and commitment to equalities and the operation of St Mary's Inclusion and SEND policy. St Mary's Catholic Primary School recognises its duty under the DDA (as amended by the SENDA)

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

St Mary's recognises and values parents' knowledge of their child's disability and the effect on his/her ability to carry out routine activities, and respects the parents and child's right to confidentiality.

St Mary's Catholic Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum.

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils

Activity

a) Education and related activities

St Mary's will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEN advisors/keyworkers and of appropriate health professionals from local NHS Trusts.

b) Physical environment

At St Mary's, we will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information

St Mary's Catholic Primary School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

St Mary's will continue to work in partnership with outside agencies in order to ensure the best outcomes for all pupils e.g. CAMHS, Early Help.

Linked Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum statements
- Equality Information and Objectives
- Health and Safety Policy
- Inclusion and SEND Policy
- Behaviour Policy
- School Development Plan
- Risk Assessments
- Administration of Medicines Policy

SECTION 2:

Action Plan

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

Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils with a disability

The table below sets out how the school will achieve these aims.

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>All pupils are provided with a broad and balanced curriculum. The curriculum may be adapted to ensure access to all pupils.</p> <p>Provision includes;</p> <ul style="list-style-type: none"> - flexible teaching arrangements and an adapted curriculum where necessary. - regular use Makaton/visuals by staff - visualisers/iPads - use of adapted implements, e.g. pencils, scissors, cutlery. - sensory breaks & equipment. 	<p>Continue to maintain and build on current good practice.</p> <p>Share good practice across the school.</p> <p>Ensure staff are confident in meeting the needs of children with SEND.</p>	<p>Training for specific staff including medical training.</p> <p>CPD for staff in meeting the needs of children with SEND.</p>	<p>Class Teachers</p> <p>SENCo</p> <p>Headteacher</p>	ongoing	All pupils including those with SEND have access to a broad and balanced curriculum.

	<p>- adult support where required.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The school does fulfil the accessibility requirements of the Disability Discrimination Act 1995.</p> <p>Provision includes;</p> <ul style="list-style-type: none"> - disabled toilet - hand rails on stairs - child height handles on doors - wide doorways - clear signage - fully accessible outdoor /indoor space <p>Shelves at wheelchair accessible height.</p>	<p>Maintain indoor and outdoor environment to a good standard.</p>	<p>Complete yearly risk assessments of the environment.</p>	<p>Site Manager</p> <p>SLT</p> <p>Headteacher</p> <p>SENCo</p>	<p>ongoing</p>	<p>All teaching areas of the building are easily accessible to pupils, staff and parents with SEND.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>The school building has clear signage throughout.</p> <p>The school has 'communication friendly classrooms' including visual timetables and visuals used to support learning.</p> <p>Makaton is widely used throughout the school to ensure communication is strong</p> <p>Where necessary, SEN pupils have iPads</p> <p>Worksheets are enlarged or adapted appropriately.</p>	<p>Ensure signage on school building site is well maintained and clear.</p> <p>Continue to maintain and build on current good practice in classrooms.</p> <p>Ensure staff are confident in meeting the needs of children with visual impairments.</p>	<p>Provide training to new staff in 'communication friendly classrooms'</p> <p>Continuing CPD for all staff on SEND</p>	<p>Site Manager</p> <p>Class Teacher</p> <p>SENCo</p> <p>SLT</p> <p>Headteacher</p>	<p>ongoing</p>	<p>All pupils, staff, parents and visitors can access all written information in the school.</p>
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**SECTION 3:
Access Audit**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	All corridors are accessible for wheelchairs. Doors can be opened fully. Corridors are kept clear of obstacles.	Maintain and ensure access.	Site Manager SBM Headteacher	Ongoing
Entrances	Automatic door at office entrance. Wheelchair access through external gates.	Maintain and ensure access.	Site Manager SBM Headteacher	Ongoing
Toilets	One disabled toilet in Nursery building.	Maintain signage and facilities.	Site Manager SBM Headteacher	Ongoing
Internal signage	All signage is in place; clearly displayed and well maintained.	Maintain signage.	Site Manager SBM Headteacher	Ongoing
Emergency escape routes	Fire evacuation plans and procedures are in place. Fire hydrants are in place and signage is visible. Fire routes are signposted. Escape routes are clear of obstacles.	Weekly testing of system. Annual maintenance of equipment. Maintain escape routes to ensure access.	Site Manager SBM School staff Headteacher	Ongoing
Fire alarms	Auditory alarm in place.	Visual fire alarms to be installed.	Site Manager SBM Headteacher	Ongoing