# Accessibility Policy Plan

| Date | Review Date | Responsible Person | Responsible Body |
|---|---|---|---|
| Sept 24 | Sept 26 | Headteacher | Good Shepherd Trust |

## Introduction

**Definition of special educational needs**

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

**Definition of disability**

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

**Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

St Mary's has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This accessibility plan forms part of the school's approach to meeting the needs of all our pupils. The plan should be read in conjunction with the school's SEND Policy.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment at the school and enhancing the availability of access to information, with a particular focus on students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

## Key Objective

This plan aims to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

## Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;

2. The school recognises its duty under the DDA (as amended by the SENDA):
   - 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.
   - to plan to increase access to education for disabled pupils

3. In performing their duties, LC members and staff will have regard to the DRC Code of Practice (2002).

4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

5. The 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 framework, which underpin the development of a more inclusive curriculum:
   - setting suitable learning challenges
   - responding to pupils' diverse learning needs
   - overcoming potential barriers to learning and assessment for individual and groups of pupils.

## Activity

Having regard to a number of sources including:

- PLASC returns
- End of Key Stage results
- Pupil questionnaires
- Parent consultations
- Multi-agency meetings
- HSE advice and guidance
- HSE inspections

St. Mary's School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

### a) Delivery of the curriculum

School staff receive on-going training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts to ensure that all pupils, including those with disabilities, should as far as possible have access to a full and broad curriculum, closely following that of their peers.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can alleviate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties would be carried out as required.

**Informal Curriculum**

Pupils at St Mary's Primary School are able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This includes:

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan or Coordinated Support Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

### b) Physical environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

In particular:

- Braille and hearing impaired provision at main gate entrance
- Main reception only accessible via steep steps with inadequate handrail
- No access to school office or staff room
- Pinkard building classrooms only accessible on the flat via disabled entrance in the library which is furthest point from main reception
- No adequate coloured tactile edging of steps – of which there are many
- Disabled toilet is also used as a medical room

Since the last review of the Accessibility Plan, St Mary's School have implemented the following improvements designed to meet the needs of disabled pupils:

- self managing disabled entrance to Pinkard building for wheelchair users
- entry phone at main gate correct height for wheelchair users
- edged amphitheatre and steps for partially sighted people
- blinds in every classroom
- headphones on all computers within the classes
- School documentation is available in different languages or formats on request

### c) Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- CPD
- SEND policy
- Disability Equality Scheme
- Curriculum statement

## Action Plan

| Action Plan 1: Increasing Physical Access to and within the school. | | | |
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| TARGET | STRATEGIES | OUTCOME | TIMESCALE |
| When a visually or hearing impaired pupil or staff member is identified, the cost of braille and/or hearing loop will be investigated for the main gate and office hatch. | To use DFC Capital monies to provide these systems. | Visual or hearing impaired staff and pupils will be able to access the main gate entry system and office hatch. | As and when identified. |
| When a disabled pupil or staff member is identified<br><br>Main Reception to be accessible to everyone, to reduce having to use the Library disabled entrance at rear of building. | To apply to GST for Schools Condition Allocation monies if bid is successful for Reception conversion. | All visitors, staff and pupils would be able to access the school building from the front entrance. | If GST Approve |

| TARGET | STRATEGIES | OUTCOME | TIMESCALE |
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| No access to school office or staffroom | Investigate cost of lift from lower Pinkard building to staff room on first floor. | All visitors, staff and pupils would be able to access the school office and staffroom. | If GST Approve |
| Most of the steps are coloured but not tactile. | Ensure all steps have coloured edging. | Ensure visually impaired visitors, staff or pupils are free to access all areas of school safely. | Refreshed annually |
| Disabled toilet also used as a medical room. | Find alternative accommodation for medical room or  when expecting disabled visitors etc., ensure sign on door to state this. | This is a temporary measure until a disability is identified, in which case a more permanent solution will need to be implemented. | If GST Approve |
| **Action Plan 2: Improving Curriculum Access** | | | |
| TARGET | STRATEGIES | OUTCOME | TIMESCALE |
| Provide training for teachers / TA's on differentiating the curriculum for disabled students. | Undertake an audit of staff training requirements | All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. | Annually. |
| Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils. | Review all out-of -school provision to ensure compliance with legislation | Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements. | Annually. |
| Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students | Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | Annually. |
| Provide training in manual handling | Liaise with experts/ GST/LEA.<br><br>Provide training for staff | Key staff trained in  practical techniques of essential  manual handling. School is equipped with appropriate equipment | Always ensure a minimum of 2 members of staff trained at any one time. |
| Administering Medication | Follow procedures and guidelines in line with the GST Medical Policy. | Minimum administering in school and safer practices. | Annually. |
| **Action Plan 3: Improving Written Information and signage** | | | |
| TARGET | STRATEGIES | OUTCOME | TIMESCALE |
| Written material for pupils available in alternative formats | Use facilities from LEA and available on the internet for | Able to provide written information in different | As and when required. |

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|  | converting written information (including signage) into alternative formats | formats as and when required for individual purposes. |  |
| Make available school prospectus, newsletters and other information for parents in alternative formats. | Review all current school publications and promote the availability in different formats for those that require it (e.g larger text etc) | All school information available for all. | As and when requested. |
| Signs clear and helpful to all users | Improve signage for all both internally and externally. | Signs in and around school give clear guidance to all children, staff and visitors | Completed summer 2017 |
| Emergency exit procedures | Review existing provision. | Procedures in place and conforming to current H&S policies and procedures | Emergency Plan reviewed annually in December |

**Management of the Plan**

- The LCs will be responsible for the strategic direction of the School's Accessibility Plan.
- The LC will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and the School Business Manager will be responsible for the plans day to day implementation together with the help of the SENDCo.
- Progress of the Plan's Priorities will be reported:

  to the LC at least once per year.


Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office.


Date of Plan:  Sept 2024


Date of Review:  Sept 2026

The plan was approved by the LC of St Mary's CofE Primary School, and academy within the Good Shepherd Trust on:

Brett Freeman

Chair of LC
The plan is also available in the following formats, on request to the head teacher: email; enlarged print version; other formats by arrangements.