

Life life, love learning, Guided by God.

St Mary's C of E Primary School and Nursery



Accessibility plan

Approved by:

Emmeline Lawlor

Date: September 2021

Last reviewed on:

September 2021

Next review due by:

September 2024

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

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.

St Mary's is committed to meeting the needs of individuals and groups of pupils. At our school, we value all pupils and celebrate diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and all pupils have equal entitlement to this.

We do this by ensuring that teachers are supported in providing quality first teaching for all pupils. Learning in our school is well-matched to the needs of all pupils' so that it presents scaffolding, challenge and a sense of achievement.

We recognise that every pupil is different and that every child is unique. Therefore, some children may benefit from a personalised learning programme which may involve small group intervention. This is coordinated collaboratively between class teachers and our experienced Special Educational Needs and inclusion Coordinator, Carol Johnson.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a longterm and substantial adverse effect on a person's ability to carry out normal day-to-day activities. The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

We work alongside a wide range of professionals within the Local Authority of Kingston including: speech and language therapists, educational psychologists, occupational therapists and colleagues from the health team.

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, the complaints procedure sets out the process for raising these concerns.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>SENDco to work alongside teachers to ensure that the curriculum is structured and provides support for pupils with specific needs.</p> <p>Teaching assistants to participate in maths training which focuses on the interactions they have with pupils and common misconceptions.</p> <p>People with disabilities to be well represented as part of our daily resources used and during whole school Collective Worship.</p> <p>New schemes of work to be adapted as we develop them according to the needs of pupils.</p>	<p>SENDco Senior leaders Maths leader</p>	<p>December 2021</p>	<p>Curriculum will provide scaffolding for SEN pupils.</p> <p>Support staff will know how to best support pupils with misconceptions in maths.</p> <p>Pupils will recognise, connect, and emphasise with the idea that all individuals are different and that we all learn differently.</p>

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Ramps to the school building to be regularly maintained to ensure no obstructions are present, e.g-overgrown hedges.</p> <p>Disabled parking bays to remain unoccupied unless required to be used by a disabled person. Parents to be reminded not to use this space when dropping off or collecting late/after school clubs.</p> <p>Disabled toilet facilities to be monitored to ensure the upkeep is in good condition.</p> <p>Corridor areas in the school to remain uncluttered and accessible for wheelchair access at all times.</p>	<p>School premises officer</p> <p>School Business Manager</p> <p>Headteacher</p>	<p>Ongoing</p>	<p>Ramps will be in good order and free from defect.</p> <p>Disabled parking bays will be clearly marked and only used appropriately.</p> <p>Disabled toilet will be in good repair and fully functioning at all times. Pull cord will be in good working condition.</p> <p>Corridor areas will be clear.</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Visual timetables to be present in each classroom.</p> <p>Signage to be clear.</p> <p>Staff ready to adapt to the needs of parents and carers who may require braille, large print resources etc.</p>	<p>Class teachers</p> <p>Premises manager</p> <p>School Business manager</p>	<p>Ongoing</p>	<p>Every classroom will have a visual timetable which is used as part of daily</p> <p>Signage in school to be regularly reviewed to ensure it is clear and accessible for all.</p> <p>Pupils will be provided with resources that support specific needs where appropriate.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher.