



St. Mary's Primary Catholic School

Accessibility Plan 2021-2024

As noted in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, all schools must make reasonable adjustments in order to increase access for disabled pupils to the curriculum, the physical environment and to information, in order to prevent discrimination, to promote equality of opportunity and to foster good relations.

Mission Statement:

At St. Mary's Primary School, we strive for excellence and aim to help all of our students to achieve their full potential, we believe that Children should Work, Play and Pray Together. The school is a happy, vibrant community where students work hard in their academic studies and are involved in a wide range of sporting, creative, practical and social activities.

At St. Mary's Primary School, we are committed to developing a culture of inclusion, support and awareness within the school.

St. Mary's Primary School, in accordance with the Equality Act 2010, defines a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The following accessibility plan has been produced using guidance from the Equality Act 2010, in order to ensure St. Mary's Primary School does not discriminate against a pupil in the way it provides education for the pupil (including participation in the school's curriculum), access to the facility and access to information. It is a projected plan for a three year period, which will be constantly monitored ahead of the review date.

The Accessibility Plan shows how access is provided for disabled pupils, staff and visitors to the school, in addition to anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant actions to:-

- Increase access to the curriculum for pupils with a disability, in addition to altering the curriculum as necessary and practicable, to ensure that pupils with a disability are as equally prepared for life (as stated in the duty of the school under the Equalities Act 2010).
- Quality first teaching where teaching and learning is monitored and reviewed in addition to the development of a wider curriculum such as participation in school clubs, cultural activities and school trips.
- The provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe and setting.
- Access to the physical environment
- Provide delivery of written information to pupils, staff, parents and visitors with disabilities.

This Accessibility Plan is not a standalone document and should be read in conjunction with other school policies and documents. Where appropriate this document will be reviewed in consultation with the Multi Academy Trust, Local Authority, relevant experts and the Diocese.

1. Aims

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

2. Current good practice

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments and where possible pupils. Data is constantly reviewed with parents/carers of pupils on roll to ensure alterations are accurate and needs are addressed.

Physical Environment

All pupils are given the opportunity to participate in a range of in-class and extra curricular activities where appropriate. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; however adjustments are made to allow participation where practicable. Access to all areas of the school is mainly good as most areas have wheelchair access; disabled pupils have the use of disabled toilets. Access is difficult to reach the upstairs classrooms, however pupils and classrooms can be reallocated to support pupils and staff.

Curriculum

Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. This may require for example but not exclusive to additional practical aids including access to IT, alterations in delivery and access to assessment aids such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the pupil, parents/carer and the relevant teams supporting the pupil.

Information

Pupil and parent voice are important to St. Mary's Primary School in order to provide a platform for all involved in the care of the pupil to express their views and to hear the views of others. Access to information is therefore discussed, planned and reviewed with a range of different formats available for disabled pupils, parents and staff.

3. Access Audit

St. Mary's Primary School comprises of 2 buildings, one is single story and one is 2 story with wide corridors and several access points from outside. There is a disabled toilet the in EYFS building one in the main school, all of the disabled toilets are fitted with a handrail and a pull emergency cord. There are some automatic doors in school but wheel chair uses will need help to open other doors -however visitors won't be moving around school independently and children are always with staff. At St. Mary's Primary School there is on-site car parking for staff and visitors which includes one dedicated disabled parking bay.

In order to provide access for all needs the audit will be reviewed on an annual basis or revised if the need arises.

4. Action Plan

Aim 1 To increase the extent to which SEND pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To plan and support transition	Liaise with previous educational establishments (nursery or other primary schools) and parents To identify pupils who may need additional to or different from provision	When transition occurs	SENCO Head of school Deputy Head teacher	Support plan produced and/or review of EHCP
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	September 2022 and yearly	SENCO Head of school Deputy Head teacher LGC	All SEND and accessibility policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure parent and pupil voice is documented in collaboration between school and families.	Ongoing	SENCO Head of school Pastoral lead Deputy Head teacher Staff	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel. Sharing information about the child where necessary.	Ongoing	SLT SENCO All staff Outside agencies	Clear collaborative working approach Detailed support plans / EHCP document
	To ensure full access to the curriculum for all	Seek advice from specialist advisory teachers; CPD for	Ongoing	Teachers	Lesson observation

	children.	staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered if practicable. • A range of support staff including trained learning support • Use of ICT equipment • Access to additional practical aids • Access to alternative assessment arrangements • Access to school counselling if required • Explicit teaching of generalising skills from one context to another 		SENCO Outside agencies	Learning walks Book scrutiny Review meetings
	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEN pupils.	Scrutiny of assessment system Regular liaison with parents and pupils	Termly	Class teachers SENCO SLT	Progress made towards targets Learning walks Book scrutiny Review meetings Lesson observation
	To promote the involvement of SEND students in classroom discussions/activities when teaching	Give alternatives to enable SEND pupils to participate successfully in lessons Creating positive images of disability within the school	Ongoing	Whole school approach	Through pupil parent and staff voice, ensure that the needs of all are represented within school.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To deliver findings to the Governing Body	Present to LGC	As required Termly meeting with SEND governor	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Ongoing	SLT & site managers	Enabling needs to be met where possible.
	Ensuring all with a disability are included	<ul style="list-style-type: none"> • Create access plans for individual pupils as required • Evaluation forms • Membership of the school council 	With immediate effect to be constantly reviewed	All staff SENCO	Monitor if needs are being met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	SLT SENCO School Nurse First aiders	To ensure that the medical needs of all pupils are met fully within the capability of the school. Medical care plans produced where necessary.
	Ensure parents are involved	Provide disabled parking spaces for disabled to drop off & collect children	Established	Whole school approach	Monitor and review

Aim 3: To improve the delivery of information to SEND pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Ensure access to information by parents, staff and visitors	Communicate with parents in a format that is appropriate for them Regular communication with parents	Support plans reviewed three times a year.	Class teacher SENCO	Monitor and review if format is appropriate
	To enable improved access to written information for pupils	Providing in class support such as appropriate font size, overlays, IT support etc, including books in the school library Auditing signage around the school to ensure that is accessible	Ongoing	Class teacher SENCO Site manager	Monitor and review if appropriate
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM	To review children's information ensuring school's awareness of any disabilities	Ensure information is correct and up to date	Support plans reviewed termly. Updates provided when required. Referrals made to outside agencies where appropriate.	Class teachers SENCO Outside agencies Support staff	Each teacher/staff member aware of the needs of pupils