



Accessibility Policy & Plan

Living, learning, caring together with God beside us.

Date: September 2023
Review: September 2025



Mission Statement

Living, learning, caring together with God beside us.

At St Mary's our mission is to be a community which offers the best possible education based on Christian values. Every child is valued, cared for and encouraged to reach his/her potential in an atmosphere of warmth, care and hope.

Aims of the Plan

- To create opportunities for every child to develop and learn
- To release potential in people to make the most of themselves
- To achieve excellence in standards of education & skill for all children
- To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.
- To link with the school Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows:
 - Eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity between different groups; and
 - Foster good relations between different groups.

Introduction

This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in 2002 and the Educational Needs and Disability Regulations 2014.

Definition of Disability

Disability is defined by the Equality Act 2010 as:

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

Key Objective

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

Principles

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN policy;



2. The school recognises its duties under the Equality Act (as amended by the SENDA):
 - Eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity between different groups; and
 - Foster good relations between different groups.
 - 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.
3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
6. Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act also requires schools to;
 - Increase the extent to which disabled pupils can participate in school curriculum
 - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
 - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
7. 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.
8. This Plan will contribute to the review and revision of related school policies, e.g.
 - SEN policy
 - Equalities Information & Objectives Policy



- Equality Impact Assessment Template & Guidance
- Equality & Diversity Guidance for schools
- Guidance on Publishing of Equality Data for Schools
- Curriculum policies
- Behaviour & Discipline Policy
- Admissions Policy
- Health & Safety Policy



Accessibility Plan

Access To Curriculum				
Target	Action	Timescale	Responsibility	Outcome/Evaluation
Effective communication and engagement with parents	Termly consultations Termly IEP meetings with SENCo	Termly	SENDCo Class teachers	Parents and pupils are clear on targets. Parents/carers fully informed about progress engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	Epipen and Asthma management training Training from SALT Outreach support from local special school. Regular safeguarding training. Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists, OT, school nurse etc.	Yearly updates On going	Head teacher SENDCo	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources to increase access to the curriculum for all pupils	Strategic deployment of support staff Use of ICT/resources	In place and ongoing	Head teacher SENDCo Class teachers	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual learners	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Use of access arrangements for assessment/National tests	In place and ongoing	Head teacher SENDCo Class teachers	Needs of all learners met enabling positive outcomes.
Appropriate use of specialised equipment to benefit individual pupils and staff	iPads available to support children with difficulty recording Sloping boards for pupils with fatigue problems or physical disability Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Use of wedge/wobble cushions/therabands.	In place &/or to be ordered as required	SENDCo Class teachers	Increased access to the Curriculum Needs of all learners met.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Ongoing	SENDCo Class teachers	Increased access to the extra-curricular activities for all pupils with SEND.



participation of the whole range of pupils.				
Physical Access				
Target	Action	Timescale	Responsibility	Outcome/Evaluation
To continue improving the physical environment of the school	Taking into account of the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and more accessible facilities and fittings.	Ongoing	Head teacher SENDCo Health & Safety Committee	Enabling needs to be met where possible
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils/visitors	Ongoing	Head teacher	People with disabilities can move safely around the school
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews To liaise with external agencies To identify training needs	When required	Head teacher SENDCo	All advice acted upon. All pupils' needs are met and adaptations to the environment are met.
Ensure pupils/individuals with a disability are able to evacuate the building safely	All pupils with a disability to have a personal evacuation plan which is reviewed and updated regularly.	When required	Head teacher SENDCo	All able to exit the building safely during and emergency.
Ensure that all emergency escape routes are always clear and free from any obstacles.	Routine maintenance checks to ensure good working order and that a system of evacuation is well-established.	On Going	Head teacher Caretaker	All emergency exit are clear allowing all to exit safely.
Access To Information				
Target	Action	Timescale	Responsibility	Outcome/Evaluation
Increase access to documentation /information.	<ul style="list-style-type: none"> Provide documentation in alternative formats as required. 	On Going	Head teacher Office staff	Information to disabled pupils/parents as appropriate. Written information available in alternative formats.
	<ul style="list-style-type: none"> Translate option available on school website for families with English as an additional language to access information. 	On Going	Head teacher Office staff	All able to access information on the school website.



	<ul style="list-style-type: none"> Paper copies of school newsletters sent home for families unable to access the school website. 	On Going	Office staff	All have access to regular school information.
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