



St Mary's C of E (VA) Primary School

To be a caring, inclusive, Christian environment, nurturing a life-long love of learning where we can work together to learn, to grow, to serve. We are proud to support the whole community and by collaborating will enable all children and adults within it to live fully whilst 'shining brighter and brighter' Proverbs 4:18.

St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect their differences.

Accessibility Plan

This policy is GDPR compliant.

Date of issue: March 2022

Last reviewed/adopted: March 2022 (Resources Committee)

Next review date: Spring 2024

Signed: _____

Date: _____

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 Church of England Primary School is a one-form entry school for children between the ages of 3 and 11 years.

We are an ambitious and caring school and aim to make a real difference to the children who come here. We work in partnership with parents, St Mary's Church and the local community to ensure our pupils are able to make the best possible progress in ALL aspects of their learning.

The staff, governors, parents and pupils are fully committed to our vision of 'Excellence Together, Learning through Faith', ensuring each child is valued and reaches their full potential.

Our Vision Statement

To be a caring, inclusive, Christian environment, nurturing a life-long love of learning where we can work together to learn, to grow, to serve. We are proud to support the whole community and by collaborating will enable all children and adults within it to live fully whilst 'shining brighter and brighter' Proverbs 4:18.

Strategic Aims

With a whole-hearted commitment to putting our Christian faith and spiritual development at the heart of St Mary's we aim to:

- Achieve excellence in all that we do for the children and adults within our community
- Deliver the highest standards of academic excellence, through awe-inspiring teaching and learning through love and faith
- Create an environment where everyone in the school can flourish and reach their full potential and where everyone shall know success
- Inspire all children to use their talents and skills to serve and care for each other, the wider community and the environment of which we are part
- Develop happy, confident children
- Encourage mutual respect, acceptance and tolerance throughout our community based on a firm foundation of Christian and British values
- Foster a true partnership between the School, Parents, the Parish, Governors, the Diocese and the Local Community

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

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. Current Good Practice

1. Improving Participation in the Curriculum

St Mary's offers a broad and balanced curriculum using multiple approaches to ensure all pupils can participate in the curriculum:

- 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
- School visits are planned to ensure inclusivity
- School clubs are organised to provide a broad spectrum of activities
- Children with potential SEND needs are identified as early as possible through thorough assessment, including within the Early Years classes
- Details on pupils with SEND are shared with all teachers and support staff working with them
- Teaching assistants are employed to support individual pupils, when appropriate
- Our staff have access to Continue Professional Development training opportunities relating to SEND

2. Improving the Physical Environment

St Mary's School environment has been adapted as follows:

- Lift access to the upper floor.
- Ramp between split levels in the playground.
- LED lighting in corridors
- Disabled parking space available
- Disabled toilet available
- Wide corridors for access
- Wheelchair accessible height library shelves
- Interactive white boards in all classrooms
- Smaller meeting rooms are available for quiet times or 1:1 sessions

3. Improving the Delivery of Written Information

St Mary's uses a wide range of communication methods to ensure information is accessible. This includes:

- Large print resources
- Pictorial or symbolic representations
- Information and resources clearly published on the school website

- An outline of the curriculum to be covered in each class each term circulated to parents
- A fortnightly emailed newsletter
- Paper copies of any information are also available on request
- A direct email address for each class to enable effective and fast communication between class teachers and parents

4. Action plan

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

1. Improving Participation in the Curriculum					
AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	To ensure individual children's learning needs are met.	<p>Head teacher's report to governors to include information on SEND provision and attainments.</p> <p>Clear policies for Equality and Diversity, SEND, pupil premium, Children with Health Needs who Cannot Attend School, Supporting Children with a Medical Condition and Marking.</p> <p>Monitoring of pupil progress regularly completed by SENDCo and subject leads.</p> <p>SENDCo Lead to receive regular training.</p> <p>Staff teaching regularly monitored with regards to quality.</p>	<p>Head Teacher</p> <p>Senior Leadership Team / Governing Board</p> <p>SENDCo / Subject Leads</p> <p>SENDCo</p> <p>Senior Leadership Team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>With reasonable adjustments children are able to access the curriculum.</p> <p>All children are progressing at a level anticipated for their age, with additional support being implemented for those below age related expectations.</p>
	To ensure an optimum learning environment for individual students	<p>Learning aids such as coloured paper, fiddle toys, ear defenders etc. are available to support learning and sensory needs.</p> <p>Classroom layout, visual displays, background noise and general environment to be considered during the transition periods and visits.</p> <p>To consider additional changes to the classroom environment as recommended or required eg. sound proofing, hearing loop, additional signage, additional lighting, variable height tables</p>	<p>Class Teachers / SENDCo</p> <p>Class Teachers / SENDCo</p> <p>Premises Governors / Head Teacher / SENDCo</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As required</p>	<p>All children feel comfortable within their classroom environment and are able to engage in the learning opportunities available to them</p>

	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	To raise staff awareness of disability	<p>Teachers to be encouraged to take up CPD opportunities</p> <p>SEND provision to be considered with the INSET day programme</p> <p>Head teacher's report to governors to include information on staff training.</p> <p>School to seek expert advice on specific conditions as appropriate</p>	<p>Individual staff</p> <p>Senior Leadership Team</p> <p>Head Teacher</p> <p>SENDCo/Senior Leadership Team/All</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>As required</p>	Staff feel confident meeting the needs of the children in their care.
	To ensure all school trips are inclusive	<p>To ensure thorough planning</p> <p>Advance visit</p> <p>Evolve form and Risk Assessment to be completed</p> <p>Additional staffing to be added to support, as appropriate</p>	<p>Class Teacher</p> <p>Class Teacher</p> <p>Class Teacher</p> <p>Head Teacher</p>	<p>Ongoing</p> <p>As required</p> <p>Ongoing</p> <p>As required</p>	Class trips to be inclusive for all pupils
	To ensure PE is inclusive to all	<p>Staff to seek advice from external agencies such as Occupational Therapist and Physiotherapists, as required.</p> <p>To review and update current sports provision, as required.</p> <p>Sports Coach to attend inclusivity and accessibility training opportunities when available</p>	<p>Class teacher/SENDCo / Sports Coach</p> <p>Sports Coach</p> <p>Sports Coach</p>	<p>As required</p> <p>As required</p> <p>Ongoing</p>	All children to be able to actively participate in PE lessons regardless of disability.

	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	To ensure the mental health and wellbeing needs of all pupils are considered and needs met	<p>Staff to access appropriate training opportunities</p> <p>Mental Health and Wellbeing training to be considered as part of the INSET programme</p> <p>To ensure liaison occurs with external agencies, where appropriate</p> <p>To continue to have a Learning Mentor role for general wellbeing within the school</p> <p>School Mental Health Lead to be aware of referral processes for different external services and agencies</p>	<p>All staff</p> <p>Senior Leadership Team</p> <p>SENDCo (Mental Health Lead)</p> <p>Head Teacher</p> <p>SENDCo (Mental Health Lead)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As required</p> <p>Ongoing</p> <p>November 2021</p>	<p>For the mental health and wellbeing needs of all children within the school to be monitored, with concerns being escalated as appropriate.</p> <p>For children with additional mental health needs to feel supported</p> <p>For children with additional mental health needs to be referred to the appropriate service for ongoing intervention and support.</p>

2. Improving the Physical Environment

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	To have an inclusive playground	<p>Review of current equipment</p> <p>To ensure inclusive games and equipment are available at play times.</p> <p>To consider accessible playground equipment in conjunction with the school association (music toys).</p>	<p>Premises Governors</p> <p>Playtime / Lunchtime Supervisors</p> <p>Head Teacher</p>	<p>June 2022</p> <p>Ongoing</p> <p>December 2021</p>	To provide children with a range of different play equipment and resources they can access.

	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	To ensure all classrooms are laid out according to the classes needs	<p>Clear access routes and unobstructed pathways.</p> <p>Review use of coloured markings on steps.</p> <p>Interior and exterior lighting to be check regularly and bulbs replaced</p> <p>Current lighting to be replaced with LED lighting</p>	<p>All Staff</p> <p>Premises Governors/Site Manager</p> <p>Site Manager</p> <p>Premises Governors/Site Manager</p>	<p>Ongoing</p> <p>June 2022</p> <p>Ongoing</p> <p>June 2023?</p>	All children accessing their classroom environment successfully
	To make the school environment accessible to disabled pupils	<p>Ensure disabled parking space is maintained and available to disabled students, parents or visitors.</p> <p>Ensure the disabled toilet is maintained and available to disabled students, parents or visitors.</p>	<p>Site Manager</p> <p>Site Manager/ Premises Governors</p>	<p>Ongoing</p> <p>Ongoing</p>	Children with a physical disability can access school facilities successfully
	Appropriate storage and use of specialist equipment	<p>When required, classrooms to have a dedicated space for the safe storage of specialist equipment.</p> <p>When required, staff to received training on specialist equipment required by individual pupils.</p>	<p>Class teacher/ SENDCo/Site Manager</p> <p>Class teacher/ SENDCo</p>	<p>As required</p> <p>As required</p>	All specialist equipment to be used and stored appropriately

3. Improving the Delivery of Written and Verbal Information					
AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of written information to pupils with a disability and parents of children with a disability	Availability of written material in alternative formats	Fortnightly newsletter emailed to parent/carers	School office	Ongoing	All parent/carers will be up to date and well informed of school information
		Improve availability of information for parents – display appropriate leaflets for parents to collect	School office	Ongoing	
		Key content published on school website	School office / Governing Board		
		Provision of translated documents where appropriate	School office / HCC	Ongoing	
	Ensure documents are accessible for pupils and/or parents with visual impairment	Seek and act on advice from sensory support advisor on individual pupil requirements	SENDCo	As required	Pupils and parents to be able to access all school documentation
		Use of magnifier where appropriate	Class teacher / TA	As required	
		Ensure large, clear font used in documentation	Class teacher	As required	
Improve the delivery of information to parents of a child with a disability	To ensure open communication between the school and parents	Class teacher and/or SENDCo lead to meet with parents/carers to discuss concerns or to review child's needs, as required.	Class teacher/SENDCo	As required	All parents of children with a disability to feel informed about their child's learning
		To share any relevant SEND communications or training opportunities with parents.	School Office	Ongoing	Parents to be aware of local SEND provision, support and training
		Each class to have a link parent for dissemination of information from the class teacher	Class teacher/ parent body	Decided yearly	Parents have access to opportunities to provide feedback to the school
		Parent Forum provides opportunity for parent feedback discussion and improvement ideas	Link Governor / Head Teacher / Link parents	Ongoing	
		Verbal communication for parents with literacy difficulties	School office	Ongoing	

5. 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 Head Teacher and the governing board.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Special educational needs and disability policy

Appendix: Review of Accessibility to the Building and Grounds

Classrooms

We currently have eight classrooms, and three small group rooms. Access to two group rooms currently involves several changes in level. Flexibility over the allocation of classrooms to different year groups is possible however at present classroom provision is as follows:

Early Years Foundation Stage (EYFS) Unit: This has level access from the outside EYFS area. A wheelchair user would be able to both access and manoeuvre around the classroom. Extra equipment such as a special desk could be accommodated.

Year 1-4 Classrooms: These classrooms have level access through the front entrance of the school. The classrooms are fairly spacious which is important when thinking about wheelchair manoeuvrability or installing special equipment.

Year 5 & 6 Classrooms: The classrooms have steps leading to them restricting access.

The Hall

The Hall is upstairs, however, there is a wheelchair accessible lift giving access.

Toilets

There are two sets of boys and girls toilets in the school, one set has level access. The others have steps leading to them restricting access, however the disabled toilet is fully accessible.

Additional Rooms

The Head Teacher's Office, School Office, Staff Room, Meeting Rooms, Store Rooms, Cleaners Store and Photocopy Room all have level access. Two of the meeting rooms are quite small, limiting manoeuvrability, as are the store rooms, photocopy room and cleaner's store.

Playground and Sports Field

The main playground surface is a mixture of hard standing and grassed areas. A wheelchair user may find using the grassed areas difficult when the weather has been wet. There is a ramp to move between the top and lower playgrounds. The quiet garden has one step up to access it and has a wood chip flooring which may impede wheelchair accessibility. The store shack in the quiet garden is a converted shed with a narrow doorway and one step. The sports field is used for sporting and physical activities. There is level access by crossing the bridge. Children only use the field with adult supervision.

Equipment

Specialist equipment is provided as necessary for children with physical special needs. Pupils routinely use laptops in all areas of the curriculum and all classrooms have interactive white boards installed. This gives the school flexibility in delivering the curriculum to pupils in the best way to meet their needs.