

Accessibility plan

St Mary's Church of England Primary School



Approved by: Governors **Date:** 5th December 2018

Last reviewed on: October 2018

Next review due by: October 2021

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	4
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	7

.....

1. Aims

At St Mary’s Church of England Primary School (St Mary’s) we believe that all children have an equal right to an education that enables them to achieve their full potential. Our vision is of a caring and loving community where we light the spark of curiosity, build on individual talents and encourage everyone to be the best they can be. We are committed to Inclusive Education. All pupils, regardless of their particular educational, physical, social, spiritual, emotional and cultural needs are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We aim to provide a school environment that enables full curriculum access. As required by the Equality Act (2010) we aim over time to:

- Increase the extent to which pupils with disabilities can participate within the curriculum;
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- Improve the availability of accessible information to disabled pupils.

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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p>	To ensure staff have the skills required to meet the needs of all pupils.	Audit of CPD needs based on the needs of pupils and staff needs	SENDCo	Ongoing	<p>Training has happened in identified areas- see SEN information report.</p> <p>Monitoring shows that the needs of pupils are being met.</p>
	<p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>We work closely with support services including the Advisory Teaching Service(ATS), Occupational Therapy and the Educational Psychology Service.</i></p>	To develop the use of ICT to provide resources for children with additional needs and meet individual needs.	<p>Specific children to receive support from the ATS to develop their use of technology particularly typing.</p> <p>Use of laptops and ipads to support learning and to provide alternative methods of recording.</p> <p>Use of electronic spellcheckers for identified children.</p>	<p>SENDCo</p> <p>With support from the IT lead</p>	Sept 2019	<p>Identified children able to record their work more confidently using alternative methods.</p> <p>Evidence of technology being used to support learning during monitoring.</p>

Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>Wheelchair access to the main part of the school.</i></p> <p><i>Ramps to Key Stage 1</i></p> <p><i>Disabled parking bay</i></p> <p><i>Disabled toilet and changing facilities</i></p> <p><i>Contrast paint / frames on doors and obstacles in KS1/ KS1 playground and in main corridor and reception</i></p>	<p>Lifts to access the whole school need to be serviced and maintained</p> <p>Facilities to change older children e.g. changing bed/ hoist (Changing Places Room)</p> <p>Contrast Paint etc. in KS2 corridors and doors and playground</p>	<p>As need arises lifts to be serviced and maintained</p> <p>To be budgeted for and planned when a pupil is due to attend with this need</p> <p>Caretaker to paint contrast lines on the playground and tape doors/ end of rails e.t.c</p>	<p>School Business manager (SBM)</p> <p>SENCO /SBM</p>	<p>As and when needed</p> <p>November 2018 - <i>In progress.</i></p>	<p>Suitable resources and spaces in place to meet the needs of the child.</p> <p>Environment walk to check all areas marked appropriately.</p>
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods, depending on the need of the child, to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <i>• Internal signage</i> <i>• Large print resources</i> <i>• Some use of pictorial or symbolic representations</i> 	<p>To ensure that people with disability are represented in the school curriculum</p> <p>To improve the use of symbols and pictorial representations.</p>	<p><i>Curriculum resources to include examples of people with disabilities.</i></p> <p>SENDCO to begin use of Communication in Print (Widget) and to disseminate and train staff in the use of this resource.</p>	<p>Phase leaders/ Class Teachers</p> <p>SENDCo</p>	<p>Sept 2019</p> <p>September 2020</p>	<p>Evidence in displays and resources.</p> <p>Signage using widget symbols</p> <p>Evidence when monitoring of communication in print being used to support learning.</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 governing body.

5. Links with other policies

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

- Equality Policy
- Medicines in School
- Safeguarding and Child Protection Policy
- Behavior Policy
- Teaching and learning Policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) Policy and information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit (October 2018)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2- KS2 classrooms inaccessible	As necessary year groups adjusted to allow teaching in the ground floor classrooms. Teachers to plan cross classroom activities to use downstairs space only.	Key stage Leads	As required
Corridor access	KS1: Ramped – accessible KS2: steps – lifts provided- see below Some corridors cluttered – furniture/ bags	Ensure corridors are clutter free and accessible for all pupils. Where corridors are used as an additional teaching space the tables should be arranged to allow movement and chairs kept under tables.	Class teachers	October 2018- <i>ongoing</i>
Lifts	Stair lifts to access KS2 area. Down to Y3 classrooms and up to Year 5/6 downstairs class and twiglets. Lifts not maintained at present	As requires the lifts to be made operational for any future pupils and maintained accordingly. Long term- to secure funding to keep lifts maintained permanently so that disabled visitors to school are able to fully access the site.	School Business Manager (SBM)	As required
Parking bays	1 disabled bay – clearly marked	Annual maintenance check to ensure markings clear.	SBM/ SENDCo	annually

Entrances	3 doors to enter school – key pad to unlock final door. Doors difficult to access from a wheelchair	When doors are replaced to be made accessible for all- ideally with push button release	SBM	Ongoing to 2021
Ramps	Ramp to school entrance- no hand rail Ramp to KS1 area – handrail provided on both sides. Ends of rails highlighted in contrasting colours	When entrance to school updated provide handrails on both sides of the path.	SBM	Ongoing to 2021
Toilets	3 disabled toilets. Y3 Corridor- alarm not working Y5/6 Corridor- alarmed KS1- cluttered and no alarm fitted. Shower available.	Y3- alarm to fixed KS1: First aid equipment to be tidied, things not to left in the room and shower area to be kept clear. Alarm to be fitted	SBM First aider/ KS1 staff SBM	December 2018 <i>Completed Dec 18</i> October 2018 <i>Completed Oct 18</i> September 2019 <i>Completed Dec 18</i>
Reception area	Clear. Pillars marked in a contrasting colour.	Maintain	SBM/ SENDCo	Annually
Internal signage	Some signage to classrooms. No directions to areas e.g. toilets	Improve signage to inform visitors of the particular use of a room and to identify different rooms e.g. toilets. Use symbols to support this information (e.g, widget).	SENDCo	September 2019

		Position and design signs to be accessed by wheelchairs and with visual impairment.		
Emergency escape routes	<p>Labelled clearly throughout the school.</p> <p>Emergency exits on all levels.</p> <p>One exit from hall involves a step the second has a slope.</p>	<p>Continue to ensure signs are maintained.</p> <p>Adjust hall signage to identify the best disabled exit.</p> <p>Provide a slope from the second exit</p>	SBM	<p>Annually</p> <p>September 2019</p> <p>Ongoing to 2021</p>
KS1 Playground	<p>Open space</p> <p>Changes in surface/ slight drops marked with highlighting paint.</p> <p>Padding on pillars by classrooms</p>	Maintain markings	SBM	Ongoing to 2021
Y3/4 Playground	<p>Open space</p> <p>Changes in levels/ slight drops</p> <p>Fire escape- marked in contrasting paint</p>	<p>To mark drops/ changes in surface in highlighted paint</p> <p>Long term when playground updated to level out the surfaces</p>	SBM	<p>Nov. 2018 – <i>In progress</i></p> <p>Ongoing to 2021</p>
Y5/6 Playground	<p>Open space</p> <p>Steps around</p> <p>Fire escape</p>	<p>To mark steps and fire escape in contrasting paint.</p> <p>Long term to provide ramped access to and from the Y3/4 playground</p>	SBM	<p>Nov 2018 – <i>In progress</i></p> <p>Ongoing to 2021</p>
Field	<p>Open green space</p> <p>Forest school</p>	Improve access to forest school and field by a dressed pathway (as part of opal project).	SBM	September 2019

<p>Outside areas KS1 Classrooms</p>	<p>Areas with patio stones. Cluttered Some uneven stones e.g. outside Plum class. Changes in surfaces marked by contrasting paint.</p>	<p>Mark uneven stones with contrasting paint Relay stones outside classrooms Keep areas clutter free and ensure pathways clear.</p>	<p>SBM SBM KS1 teachers</p>	<p>November 2018 – <i>In progress</i> Ongoing to 2021 Ongoing</p>
-------------------------------------	--	---	---	--