



Accessibility Plan 2016-2019

St. Marys Church of England Primary School

Accessibility Plan – 2016 to 2019

1. Vision Statement
2. Aims and Objectives
3. Current good practice
 - Physical Environment
 - Curriculum
 - Information
4. Access Audit
5. Management, coordination and implementation
6. Action Plan



1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 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 Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At St.Mary’s C.E. Primary School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At St. Marys C.E. Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The St. Mary’s C.E. Primary School Accessibility Plan has been developed and drawn up based upon information supplied by our health and safety consultants, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

3) St. Mary’s C.E. Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The St. Mary’s C.E. Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The St. Mary's C.E. Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved - Date Jan 2016

Aims and Objectives

Our Aims are:

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

Our objectives are detailed in the Action Plan below

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in all extra-curricular activities. Some aspects of extra-curricular activities 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; There are very few parts of the school to which disabled pupils have limited or no access at the moment.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: potential bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Access Audit

The school is a one storey building with one meeting on the second floor it has several access points from outside. KS1 areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all. The main entrance has disabled access doors and a disabled toilet.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and nearly all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available.

The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

Action Plan

1 Increase the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	To liaise with Nursery/Reception to review intake.	Identification of pupils who may need additional or different provision.	Aug 2016 then termly	HT EYFS teachers	Procedures and equipment are in place as required.
	Increase access space outside school hall	Remove small group room to provide an open plan area	Sept 2016	HT Site Manager	Increased space and natural light provides improved access through school
	Improve access to facilities for disabled pupils	Alter taps and review access with family/OT for pupils	Sept 2016	Site Manager	All provision in place to ensure access to all toilets.
	Increase collaboration with parents	Governors and SLT to improve communication with parents	July 2017	HT Governors	Parents communicating with staff regarding issues and response in timely fashion.
	Adapt and improve provision for pupils with dyslexia	Adjust colour of paper for pupils Improve voice recognition software	Sept 2016 - July 2017	SENDCo HT TAs	Books purchased Software training and use of software
	Improve parental awareness of dyslexia	Increase awareness of local and school provision	Sept 2016	HT SENDCo	Increased parent and staff awareness of dyslexia
	Increase staff and pupil awareness regarding specific disabilities or conditions.	Visits from specialist groups provide greater understanding within school for staff and pupils regarding disability related issues.	Sept 2016	HT SENDCo TAs	Increased awareness regarding issues faced by pupils.

Medium Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Improve ability to navigate around school	Improved signage	June 2017	HT	All access routes clearly defined and marked
	Improve training to provide support through sign language	Staff training offered in sign language to support pupils' needs	Aug 2017	SENDCo	Appropriate staff trained and children supported
	To ensure the access needs of pupils and parents are met.	Parent/School questionnaire to ensure stakeholders contribute to assessment.	July 2018		Plan for future ensures all stakeholders are engaged including pupils eg school council.
		Governors to be in school during parent consultations to discuss with parents.	Termly starting Dec 2016	Chair of Governors HT	

Long Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	To evaluate and plan for future needs	Governors to evaluate the impact of the plan and plan for the future.	July 2019	Chair HT	New plan developed with the future needs of pupils taken into consideration.
	Publish new plan in consultation with parents	Share draft document on school website for comment prior to publishing.	June 2019	Chair HT	All stakeholders are able to contribute and comment on the plan.

2 Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of educational provision.

Short Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Improve the physical environment of the school	1 Improve lighting in infant and junior playgrounds for improved visibility	June 2017	HT Site Manager TAs	Lighting provided on timers for car park, both yards and access areas to yard. Horizontal access to gym mats rather than horizontal All taps accessible to all pupils
		2 Provide improved access to gym equipment	Dec 2016	HT	
		3 Adjusted fittings within toilets	June 2017	Site Manager	

Medium Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Improve paved access around school	Widen path for wheel chair and buggy access	May 2017	Site Manager HT	Corner path widened
	Improve access to school pond	Provide larger, height appropriate facilities	July 2018	HT Science Lead	New pond with varied height access provided.
	Ensure access to all areas of school.	Conditional survey to be completed and communicated	Dec 2017	Site Manager HT	Enabling needs to be met as required.

Long Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Improve disabled access to school garden	Create a path for easy access around the garden	2019	HT	All children able to access garden through safe and flat sloped path.
	Engage School Council in process of auditing	Create questionnaires and learning walk to	2019	HT	Pupils take part and contribute to learning walk

2 To improve communication of information for pupils and parents

Short Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Ensure parents have access to appropriate information	1 Provide access to information for parents.	Dec 2016	HT SENDCo TAs	Parents feel more informed about pupil needs
	Ensure access to school information through different media.	2 Provide varied opportunities through different media	Feb 2017	HT	Parents access information through internet, social media etc.
		3 Provide access to support services and signposting to appropriate support services	June 2017	SENDCo	Information signposting provided for parents

Medium Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Improve information and communication for pupils transferring to school.	Improve communication through mobility policy procedures.	Sept 2016	HT and all staff	Staff improved communication with previous schools ensures improved transition.
	Improve monitoring to target support	Utilise assessment software to analyse progress data to target support.	Sept 2016 onwards	DHT	Target groups identified and supported
	Staff have improved information to enable intervention and target support/training	Data analysis and case studies ensured improved target support and intervention	Dec 2015 onwards	All staff	Pupils needs met through targeted intervention

Long Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Improved data collection	Training for staff to engage with data analysis	March 2017	DHT	All staff utilise data to support planning and intervention
	Review training to ensure all staff have access to appropriate information	Staff training in readiness for pupils needs	June 2017- Dec 2018	HT SENDCo	All staff have appropriate knowledge to support pupils Pupils have resources and teaching to meet their physical and learning needs.

Plans for Improvement:

