



Accessibility Plan 2022-2025

St. Mary's Church of England Primary School

Accessibility Plan – 2022 to 2025

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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 Nov 2022

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 extra-curricular activities if required. 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 /specific needs can participate in the school curriculum

Short Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	To liaise with Nursery/Reception to review intake.	Identification of pupils who may need additional or different provision.	Aug 2022 then termly	HT SENDCo EYFS teachers	Procedures and equipment are in place as required.
	Increase access to seated access	Purchase appropriate seating	Sept 2022	HT OT /SENDCo	All children requiring adjusted seating is in place
	Adapt and improve training relating to pupils with Autism and Dwarfism	Online training – all staff to complete	Dec 2022	SENDCo	All staff aware of strategies
	Increase staff and pupil awareness regarding Emotional Difficulties	Training to target staff with pupils in their class then whole school	Sept 2022	SENDCo	Increased awareness regarding issues faced by pupils.

Medium Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Improve ability to navigate around school	Improved hand rails in nursery	Oct 2022	HT	Support to access EYFS outdoor space.
	Ensure families with English as a second language are able to access documents and communications	Improved access to interpreters – Ukrainian Ensure documents and communications can be accessed	Sept 2022	HT Class teachers	Parents feel informed and can access information
Improved toilet facilities access	Improved taps and steps to access washing facilities in KS1 following access in EYFS	Sept 2023	HT	Toilet provision meets needs of all pupils.	

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.	Jan 2022	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.	Sept 2023	Chair HT	All stakeholders are able to contribute and comment on the plan.
	Greater opportunities are provided for sporting participation for pupils with disabilities .	Once per term – SEND/Disability sporting access to a competition/participation sessions.	Termly	DW and KW	Pupils with disabilities accessing sporting opportunities and new activities to improve access to school representation.

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
	Provide car park access to parents to ensure easy access to school Improve washing area to ensure pupils can access area.	Coordinate access in the morning and end of the day for parents of pupils with disabilities. Redevelop soap and washing facilities to	Sept – Dec 2022	All staff – BJ to lead.	Parents utilizing car park space without difficulty or hinderance.

Medium Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Ensure Audit takes place for transition to new classes or phases.	Audit plans for specific needs as pupils' transition to classes or new phase areas.	June -Sept	BJ Class Teachers	Adaptations are made in good time and enable pupils to access classes and learning spaces appropriately when starting a new phase.
Redevelop EYFS play space to provide greater sensory space in the outdoors	Redesign EYFS to support greater movement and physical development in EYFS.	Jan 2023	KJ	Improve EYFS area to enhance physical development and access to banking space in EYFS outdoor area.	

Long Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Increase communication opportunities when writing for pupils with limited physical mobility.	Ensure bespoke communication opportunities when writing .	May 2023	DWB / TW	Pupils beginning to access speech to text provision when writing.

3 To improve communication of information for pupils and parents

Short Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Provide greater opportunities to see the school for those isolated unable to access information	Increase social media presence. Website updates – weekly.	Dec 2024	HT - DY	Parents and families accessing events in school from home/isolation.

Medium Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Staff have improved information to enable intervention and target support/training	Data analysis and case studies ensured improved target support and intervention	Dec 2023 onwards	All staff	Pupils needs met through targeted intervention
	Additional access to services and support for those children with disabilities	Signposting support is improved – through school website and leaflets.	July 2024	SENDSCO and HT	Families able to access support services quickly and in a central place.

Long Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Translations of prospectus made available.	Ensure Prospectus is translated and published – prioritising languages predominant in school.	Sept 2025	HT/CB	Prospectus/Application Process translated.

