



St Mary's First School

Accessibility Plan

2021 to 2024

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical or mental impairment** that has a **substantial and long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for St Mary's First School

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy and related SEN information report;*
- *policy for Supporting pupils at school with medical conditions;* and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- All Curriculum Policies
- Health & Safety Policy (including off-site safety)
- Behaviour policy
- School Development Plan

3. Our vision and aims

St Mary's First School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

St Mary's First School asks for information on any disabilities or health conditions on our Admission form given when your child starts at our school. At the start of each academic year the medical register is updated. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

St Mary's First School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment to support specific curriculum areas, e.g. Maths and English;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of ASD and attachment disorder on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and the school environment;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).

Physical Environment

St Mary's First School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing ramped access to the Main, Willow and Maple school entrances;
- dedicating 1 parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- lowering ceilings to improve sound quality for pupils with a hearing impairment;
- providing curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Information

St Mary's First School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- providing 'easy read' versions of our school policies;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to St Mary's First School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

St Mary's First School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

St Mary's First School's Accessibility Plan will be implemented by Suzanne Garner.

Sufficient resources will be allocated by St Mary's First School to implement this Accessibility Plan.

6. Monitoring

The St Mary's First School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Finance and Buildings Committee.

The governing body, or proprietor will monitor St Mary's First School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The St Mary's First School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The St Mary's First School complaints procedure covers the Accessibility Plan.

Approved Full Governing Body Meeting

DATE

Review date June 2024

Improving access to the curriculum

<u>What needs to be done?</u>	<u>How will this be achieved?</u>	<u>Who</u>	<u>When</u>	<u>How can we tell if this is successful?</u>
All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.	<ol style="list-style-type: none"> 1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments 2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc. 3. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements. 	Headteacher and responsible governor Individual class teachers and SENCO	Summer 2021 Summer 2021	<ul style="list-style-type: none"> • No out of school activities are planned without consideration of how pupils with a disability will be included; • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events • Pupils and their families feel included in out of school activities.
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Chair of Governors Headteacher	As training becomes available	<ul style="list-style-type: none"> • Society will benefit by a more inclusive school and social environment • All Governors are aware of issues faced by disabled children/parents within our school
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils, within our school, with disabilities and strategies to support them	<ol style="list-style-type: none"> 1) Whole school staff (including support staff) awareness training provided by local specialist nurses 2) Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist 	Headteacher All staff, including support staff	Review needs of school each year annually	<ul style="list-style-type: none"> • Increased access to an appropriate curriculum for all pupils • All staff are confident to cater for the needs of all children within our school. • Pupils and their families feel supported and their needs understood;

Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, Health & Safety Audits, the Capital Works Programme and the Asset Management Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who	When	How can we tell if this is successful?
<p>The internal areas of the school require improvement to ensure that pupils with physical difficulties can access the school environment. Specifically, the:</p> <ul style="list-style-type: none"> i) Access between lower and upper part of school ii) Improve Main Entrance and foyer for wheel chair users 	<p>To investigate the possibility of stair lift on the stairs in the main corridor Investigate alternatives to hatch height</p>	<p>Business manager</p>	<p>As appropriate</p>	<p>Pupils and their families are able to access all areas of the school The entrance to the school is welcoming and safe to all</p>
<p>Audibility</p>	<p>Consider installation of a loop hearing system for the Reception</p>	<p>Business manager</p>	<p>As appropriate</p>	

Making written information more accessible

What needs to be done?	How will this be achieved?	Who	When	How can we tell if this is successful?
<p>The availability of written information is offered in an accessible formats</p>	<p>1. The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools.</p>	<p>Headteacher and SENCO</p>	<p>Summer 2021</p>	<p>All future written information is designed with the specific needs of disabled pupils in mind; Disabled pupils and their parents have an increased awareness of all matter usually communicated via written means Delivery of said information to disabled pupils and their parents is improved (meeting their requirements).</p>