



St. Mary's Catholic Primary School

Accessibility Plan

2020 -2023

To be reviewed annually

St Mary's Catholic Primary School

Accessibility Plan 2020-2023

At St. Mary's, we are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors. We are committed to develop a culture of awareness, acceptance and inclusion and our aim is to increase the accessibility of provision for everyone.

Our teachers aim to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation.

This accessibility plan and action plan sets out how the governing body will improve equality of opportunity for disabled people. It aims to reduce and eliminate barriers to access the curriculum and supports full participation in the school community.

Definition of disability

Under the Equality Act (2010) a person has a disability if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

Compliance with the Equality Act 2010 is consistent with the school's aims and Equal Opportunities policy, the operation of the school's SEND policy and the Safeguarding policy. The accessibility plan is for:

1. a) Increasing the extent to which pupils with a disability can participate in the school's curriculum,
2. b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefit from facilities or services provided by the school
3. c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

In order to identify children who have Special Educational Needs & Disability, the school uses a graduated response (Assess/Plan/Do/Review) that recognises there is a continuum of Special Educational Needs and Disabilities, and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The steps taken to meet the needs of individual children will be recorded and partnership with parent's key to the process.

Difficulties are categorised into four areas of need. These are:

1. Cognition and learning.
2. Social Emotional and Mental Health Difficulties
3. Sensory and/or physical.
4. Communication and interaction.

For more details on how we meet the needs of our SEN pupils and achieve inclusive practice, please refer to the latest SEND policy and School Information report (see school website).

Our school also offers the 'Zacchaeus' service to children (with the consent of their parent) who have emotional and/or behavioural difficulties. We have found this provision to be highly effective in most cases, enabling the child to continue in their learning and to make progress in their learning on a par with their peers.

Accessibility Plan 2020-2023

Our vision

As a Catholic School we recognise and respect that each member of our school community – pupils, staff, parents and visitors – are unique individuals in the eyes of God with their own special talents and needs. As an inclusive school we are committed to these aims:

- ✓ Reducing all barriers to learning (physical, social, organisational and emotional),
- ✓ Raising achievement through full participation in the curriculum, school life and the services available at our school.

To achieve these aims, our priorities are:

- 1) To further increase access to the curriculum for all pupils.
- 2) To further improve physical access to the school for pupils and visitors.
- 3) To further improve accessibility of information.

It is a requirement that the schools accessibility plan is implemented, reviewed and revised as necessary.

How do we achieve our aims?

Each year, the school sets out an accessibility plan to meet the above priorities (appended).

In order to set targets for the year, the school:

- a) Undertakes audits of the curriculum, buildings and communication tools to ensure best practice and identify areas for improvement.
- b) Consults with pupils, parents, staff and other key stakeholders to identify key priorities. We ensure parents play a fundamental and active role in school review through regular consultations, annual surveys and questionnaires.
- c) Seeks the advice and expertise of external agencies in order to develop best practice. For example: Sensory and Physical Support Service – specialists who provide support and advice around children with hearing loss and visual impairment); physical difficulty and or medical conditions; Pupil and School Support (Cognition and learning) and the Communication and Autism Team.
- d) Ensures staff members receive regular training to ensure an ongoing awareness and understanding of the barriers faced by people with disabilities and other vulnerable groups and how to overcome these barriers in attitudes, organisation and teaching and learning.

Evaluation

The success of the action plan is monitored by the Headteacher, the SEND Coordinator and the Governor with responsibility for Special Educational Needs; Mrs Jones

Accessibility Action Plan 2020-2023

Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Outcomes/Success Criteria
To be aware of the access needs of children, staff, governors, parents and visitors with a disability	To create access plans for individual children as part of the additional SEN process.	As required	Class teacher / SENDCO / Occupational Health advisor	Physical actions plans are in place pupils and all staff are aware of pupils' needs.
	Audit of the environment	Ongoing	Headteacher/ SMT	
Ensure the school staff & governors are aware of access issues	Lift access between Ground and First Floors	Ongoing	Site Manager	Full access to all areas of school for everyone.
	To ensure staff and governors can access areas of school used for meetings	Ongoing	Headteacher	Parents have full access to all areas of school as can be reasonably accommodated. Key staff and volunteers are aware of needs of SEN children.
	Reminders to parents, carers to let us know if they have problems with access to areas of school.		SENDCO	.
	All staff working directly with children with disability to have appropriate training.			All staff & governors to be confident that their needs are met.

<p>Ensure everyone has access to entrance of the school</p>	<p>Ramps for wheelchair access / automatic door opening, with doors suitably sized for adult wheelchair access.</p> <p>Set bell at office window so that wheelchair users can get attention</p>		<p>Site Manager / Premises Committee</p> <p>Site Manager</p> <p>Physical Support Team</p>	<p>Everyone feels welcome and can access the main entrance comfortably.</p>
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<p>Maintain safe access for visually impaired people</p>	<p>Provide and maintain yellow paint on step edges</p> <p>Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child</p>	<p>In place</p>	<p>Site Manager/ Premises Committee</p> <p>Site Manager</p>	<p>Visually impaired people can access buildings and exterior areas in school grounds. Yellow edges to be applied throughout the school year. Child knows how to locate equipment.</p>
<p>Ensure all people with SEND can be safely evacuated in the event of a fire or lockdown.</p>	<p>a) Ensure there is a personal emergency evacuation plan for all pupils who may need additional support</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation and the specific needs of the children in their classroom.</p>	<p>As required</p> <p>Ongoing</p>	<p>Class teacher / SENDCO</p> <p>Regular fire drills and lockdown procedures practised at least annually</p>	<p>Ensure all pupils and staff are safe in the event of a fire / lockdown</p> <p>There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and safely.</p>
<p>Support pupils with a hearing impairment</p>	<p>Take advice from Sensory Support Team on appropriate</p>	<p>As required</p>	<p>SENDCO</p>	<p>All children have access to the curriculum</p>

	equipment if this becomes necessary			
Ensure that fire exits are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear in all areas.	Daily	All staff	All personnel with a disability and pupils have safe independent exits from school
Pupils with medical needs are fully supported in line with DfE guidance (2014)	Needs identified by liaison with parents, teachers, SECNO or on admission. Personal support plans and or Health care plans maintained and adhered to. Monitoring and review system in place Appropriate risk assessments in place. Appropriate training in place for all staff.	Ongoing	SENDSCO/SMT/Class Teacher	Current and effective Personal Support Plans and or health care plans in place.
Ensure that all pupils can access personal hygiene facilities.	Designated areas for toileting are safe and hygienic. Children have access to soap, warm water and hand sanitiser throughout the school day.	Ongoing	Head Teacher/SMT/ Site manager	All pupils can access personal hygiene facilities when required.
Ensure that furniture and physical arrangement of furniture is	SENDSCO to review physical access needs with a termly environment walk.	Termly	SENDSCO/ support from OT/ Physiotherapy (as required)	All pupils are able to access the environment safely and comfortably.

appropriate to the needs of disabled pupils.	Make adequate provision through any adaptations necessary.			
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Access to the curriculum

Targets	Actions	Timescale	Responsibility	Outcomes/Success Criteria
Identification of pupils with SEND who may need additional/different provision	<p>Early identification of pupils via observation /assessment</p> <p>Assess/ Plan/ Do/ Review</p> <p>SEN Support plan</p> <p>SEND termly reviews, pupil progress meetings, the monitoring of pupil data and liaison with parents.</p>	Ongoing	Class Teachers/SENDCO/SMT	<p>Pupils with additional and different needs are identified early and appropriate provision / intervention implemented .</p> <p>Pupil progress</p>
Increased skills and confidence of all staff in differentiating the curriculum.	Identify staff training needs and assign CPD accordingly.	Ongoing and as required	SENDCO / Headteacher/SMT	<p>Raised staff confidence in strategies for differentiation and increased pupil participation.</p> <p>Lesson observation demonstrating increased skills level</p>
Ensure all staff (teaching & non-teaching) are aware of the children with SEND curriculum access	Use additional SEN support plans for children with SEND where appropriate. Share information with all agencies involved with the child	Ongoing	SENDCO / Teaching Assistants	<p>All staff are aware of individual's needs</p> <p>Collaboration between agencies</p>

<p>All school visits and trips need to be accessible to all pupils</p>	<p>Through planning, ensure each new venue and means of transport are vetted for appropriateness, accessibility and safety.</p> <p>Risk assessment to be carried out.</p>	<p>Ongoing</p>	<p>SENDCO / Educational Visits Co-ordinator/ trip leader</p>	<p>All pupils are able to access all school trips and take part in a range of activities</p> <p>Risk assessments completed</p>
<p>Review PE curriculum to ensure PE is accessible to all pupils</p>	<p>Review PE curriculum to ensure children of disability can take part, with reasonable adjustments made as appropriate.</p>	<p>ongoing</p>	<p>SENDCO & PE co-ordinator</p>	<p>All pupils have access to PE and are able to enjoy and achieve success. Child's support helper will be there all of the time.</p>
<p>Review curriculum areas and planning to include disability issues</p>	<p>Include specific reference to disability equality in curriculum reviews</p> <p>Opportunities for children to see positive role models with SEND</p>	<p>On going</p>	<p>SENDCO & Headteacher</p>	<p>Disability issues included in curriculum areas where relevant in line with the Equality Act (2010).</p> <p>Positive attitudes towards people with disabilities</p>
<p>Ensure all children can take part equally in lunchtime and after school activities</p>	<p>Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.</p>	<p>As required</p>	<p>SENDCO</p>	<p>children with SEND feel able to participate equally in out of school activities.</p>

Collaboration between all key agencies.	Maintain close liaison with outside agencies for pupils with ongoing health needs or learning needs	On going	SENDCO/Head Teacher/ relevant outside agencies	Clear collaborative learning approach
Opportunities for children to see positive role models with disabilities.	Visitors into school Purchase of materials which portray positive images of people with disabilities.	On going	Head Teacher/ SMT	Resources are easily visible. Positive attitudes towards inclusion
Improve access and participation for children with SEMH	Whole school training Children have access to HLTA specialist counsellor	Ongoing	SENDCO HLTA SLT	Less children with anxiety in school

Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Parents, staff and stakeholders have access to policy and access statement	Policy and statement on website	ongoing	SENDCO / SMT	Parents, staff and other stakeholders know where to access relevant information.
Written information to be accessible to parents and stakeholders with visual impairments	Make large print versions available on request. Adaptations to be implemented where necessary	ongoing	Office Staff	

<p>School website is to be upgraded to be more accessible to children with SEND, their parents, staff and other stakeholders.</p>	<p>Make the front page and menus easier to read and navigate.</p>	<p>ongoing – website reviewed and improved to make it more accessible.</p>	<p>HT /SENDCO/ Computing coordinator/ website manager /</p>	<p>Upgraded website is more accessible to all children and all stakeholders.</p>
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The accessibility plan was agreed by the governing body.

Signature -----
Chair of governors

Date

Signature
Headteacher

Date