

St Mary and St John CE Primary School

Accessibility Policy and Plan

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over a prescribed period.

At St Mary & St John CE Primary School (SMSJ) we are committed to providing an accessible environment which values and includes all pupils, staff, parents/ carers and visitors.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. We aim to create a learning environment where we demonstrate our belief that educational inclusion is about equal access to opportunities for all learners.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

Purpose of the Accessibility Policy and Plan

The Accessibility Policy is drawn up to cover a three year period. The Accessibility Plan is reviewed and updated annually.

The Accessibility Plan contains relevant actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the pupils who do not have a disability. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits;

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education;
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents/ carers and visitors with disabilities. This will include planning to make written information that is normally provided by the school to its children available to disabled children. The information should take account of the disability of the child and the preferred formats of the child and parent. This should be made available within a reasonable time frame.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Contextual information

SMSJ is based in a modern school building on Meadow Lane. The whole site is on one level: all main entrances to the site are at ground level except the entrance at the KS1 garden which has a ramp for wheelchair access.

Wheelchair access to the classrooms where there is one step out to the playground (Lime/ Aspen/ Mulberry/Walnut) is through the KS2 office entrance, the parent area entrance or via the ramped wheelchair access next to the KS1 garden. Sycamore classroom has ramped access directly to the KS2 playground. There are two accessible toilets in the school: one in the KS1 corridor and one opposite the main school office.

Current range of known disabilities

The school has children with a range of disabilities to include moderate and specific SEND, including a significant number of children with communication and interaction difficulties and cognition and learning difficulties. We have a small number of children with sensory and/or physical disability.

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Accessibility Policy and Plan

A) Increasing access for disabled children to the school curriculum

Improving teaching and learning lies at the heart of our school. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are encouraged to attend age relevant after school clubs, cultural activities and educational visits.

Target	Strategies	Time scale	Responsibility	Success Criteria
Classrooms are organised to ensure, where reasonable, the participation of the whole range of pupils	<p>Review and implement a preferred layout of furniture and equipment to support the learning needs of all pupils in the class.</p> <p>SENSS and NHS specialist advisory services liaise with key adults to ensure the classroom is inclusive and accessible for the children on their caseloads</p>	On-going and as required based on the needs of the pupil cohort	Class teacher/ Inclusion Lead/ DH	Increase in access to the Primary National Curriculum
Increase confidence of all staff in differentiating the curriculum	<p>Be aware of staff training needs on curriculum access, including access to SENSS and NHS specialist advisory services</p> <p>Online learning modules, as required</p>	On-going and as required based on the needs of the pupil cohort	HT/ DH/ Inclusion Lead	All school activities are accessible to all children with SEND

Ensure classroom support staff have specific training on disability issues	<p>Be aware of staff training needs and provide in-house or specialist training if needed</p> <p>Staff assess appropriate CPD</p> <p>Online learning modules if required</p>	Support staff are updated weekly at the TA briefing. More detailed support is provided by external advisory teachers	Inclusion Lead	<p>Raised awareness of specific SEND</p> <p>Increased confidence of support staff, as indicated in the TA audit in Autumn term and Summer Term</p>
All educational visits to be accessible to all	<p>All off-site educational activities are planned in advance using the trips planning sheet</p> <p>All off-site educational activities are conducted in an inclusive environment with providers that comply with all the current and future legislative requirements</p>	As required	Class teacher	All children in the school are able to access all educational visits and take part in a wide range of activities and events
Use ICT software to support learning	<p>Install appropriate software to support learning where needed</p> <p>SENSS-ICT-AAC (augmentative and alternative) advisory service to be contacted for specialist support if required</p>	As required	ICT support and Inclusion Lead	Wider use of ICT to support learning for children with SEN
Review PE curriculum to ensure PE is accessible to all	<p>Gather information on accessible PE and disability sports</p> <p>Use Real PE curriculum as supplementary resources to plan for accessible PE</p> <p>Invite disabled representatives of sports to come into school</p>	As required	PE co-ordinator and Inclusion Lead	All children have access to PE and be given the opportunity to enjoy a wide variety of physical activities.

B) Improving access to the physical environment of the school

SMSJ is a large inner city school that is housed in a single level modern school building on Meadow Lane.

Reasonable adjustments will be made when a pupil's specific needs are known. We have a range of equipment and resources available for day to day use. We keep our specialist resource provision under constant review. Our ongoing improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time scale	Responsibility	Success criteria
The school is aware of the access needs of disabled children, staff, governors, parent/carers and visitors	Be aware of staff, governors and parents/ carers access needs and meet as appropriate	As required	Inclusion lead	All children, staff and governors feel confident their access needs are met
	Through questions and discussions to find out the access needs of parents/carers	Induction and on-going if required	Headteacher/ Inclusion Lead	
	Consider access needs during recruitment process	Recruitment process	Headteacher	Parents/ carers have full access to all school activities
	Disabled car parking space is clearly demarcated and signposted	As required	Health and Safety officer	Access issues do not influence recruitment and retention issues.
	Permission to park on site for parents/carers of children with SEND	As required	Health and Safety officer	
	Ensure staff aware of Environment Access Standard	As required		
Layout of school to allow access for all children to all areas	Consider the needs of disabled children, parents/carers or potential visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all
Ensure all children with SEND can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all children with disabilities and update them annually	As required each September	Health and Safety officer/ Inclusion Lead	All children with SEND and staff working in the classroom are safe in the

	Regular fire drills to ensure all staff are aware of their responsibilities in the event of a fire.			event of a fire
Improve signage for visually impaired people	Hi-viz yellow strip mark step edges to ramps and main entrances	On-going- as part of site improvement programme	Site manager/ office staff Inclusion Lead	Visually impaired people feel safe in school grounds
Ensure equipment in classrooms to support pupils with visual and/ or hearing impairments	If required, liaise with NHS Visually Impaired (VI)/ Hearing Impaired (HI) therapists on information with regard to the specialist equipment required for children with visual and hearing impairments	As required	NHS HI/VI therapists	All children have access to the equipment

C) Improving the delivery of written information to disabled children and parents

This will include planning to make written information that is normally provided by the school to its children available to children with SEND. Examples might include handouts, textbooks and information about school events. The information should take account of children's disabilities and children' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled children we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to meet current needs.

We will also take account of the needs of disabled parents/carers and ensure that we provide information that has been given to all parents/carers in a preferred format so that the parent/ carer can access the information.

Target	Strategies	Time scale	Responsibility	Success criteria
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats Staff are given guidance on accessible formats to assist with advance planning	Ongoing Annual update in staff meeting	School office Staff/ Leadership Team	Delivery of information to pupils with SEND is improved
Make available the school handbook, school newsletters, and other information for staff, parents/ carers and visitors in alternative formats when specifically requests	Review all current school publications and promote the availability in different formats when specifically requested	ongoing	School office Staff/ Leadership Team	Delivery of school information to parents/ carers and the local community is improved
Languages other than English to be visible in school	New arrivals protocol Modern foreign language to be taught at Key Stage Two. Evidence of this learning on display boards.	As required KS2	School office/ INCo Class Teachers	Confidence of all parents/ carers to communicate with staff regarding the education of their child Celebrating the languages

				spoken by children in our school
Provide key information in other languages, including sign language, for children, parents/carers and visitors who have little or no English or speech difficulties	Access to translators, sign language interpreters to be considered and offered if possible, when required (i.e. meetings) NHS speech and Language Therapists to provide sign language training for staff working directly with a child who uses signing to communicate.	As required	INCo	All pupils, parents/ carers and visitors are able to communicate their views and needs when in the school environment

Beth Gibson

Updated: September 2020

Policy and Plan approved by the Governing Body:

To be reviewed and updated September 2021