



## **Accessibility Plan for St Mary's C.E. School**

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| Agreed by the Governing Body: | March 2025 |
| Date for next review:         | March 2028 |

# St Mary's CE Primary School

## Accessibility Plan

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### Vision

St Mary's CE Primary aims to treat all its pupils fairly and with respect. Christian values and beliefs form the basis of our school ethos and are reflected in our teaching and in the daily life of the school.

At St Mary's we have a strong sense of community, where all members of the school are encouraged to respect and value each other. We believe that every child should have the opportunity to reach their full potential within a happy, stimulating and secure environment, where care and respect for each other, their school family, and the wider community are paramount.

St Mary's CE Primary promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. We want to guide all children to grow personally, academically, morally, socially and spiritually in an inspiring, beautiful and safe environment. At the core of our vision is a determination to foster, in all children, a love of learning that will endure long after they leave us, enabling them to adapt easily to whatever future challenges they may meet throughout their lives. This commitment is therefore reflected in the school's Accessibility Strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities, so that they are not at a disadvantage in comparison with non-disabled pupils. However, it is recognised that many of these steps will benefit all school users not just those with disabilities.

### Legislation and Guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

Disability is defined in the Equality Act 2010 as a physical or mental impairment that has a “substantial” and “long-term” negative effect on the ability to do normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes physical disabilities, sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Pupils with learning difficulties are also likely to be protected by the Act as well as those with conditions such as autism or ADHD. Mental health conditions are also included. For more information follow this link:

[www.gov.uk/definition-of-disability-under-equality-act-2010](http://www.gov.uk/definition-of-disability-under-equality-act-2010).

Under the Equality Act 2010, schools are required:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Aims

The St Mary’s Accessibility Plan outlines the steps the school is taking to improve access for pupils with a disability. The plan aims to promote a proactive approach to improving access by:

- ensuring that the rights of pupils with disabilities are upheld
- supporting the aims and aspirations of pupils with a disability
- improving access to information, curriculum and the environment
- creating a positive attitude towards disability and challenging negative perceptions
- developing a culture of awareness, acceptance and inclusion

It is recognised that many of these steps will benefit all school users.

## Consultation, Implementation and Review

The Accessibility Plan has been produced by St Mary's CE Primary School. The Action Plan sets out how we plan to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils and their families

The Accessibility Plan also agrees arrangements for review and reporting against the agreed objectives which will be specific and measurable.

### People who have contributed to this plan

| Name              | Role                                 |
|-------------------|--------------------------------------|
| Angela Abrahams   | Headteacher                          |
| Andrew Miyaji     | SEND Governor                        |
| Ruth Knight       | Lead SENCO and Assistant Headteacher |
| School Council JS | Representatives of pupils            |
| Dan Cadman        | Deputy Headteacher                   |

## **Roles and Responsibilities**

### **Governors**

The Governing Body is committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of all pupils and the wider school community. The Governing Body will have full awareness of the details of the Accessibility Plan, and will take all reasonable steps to ensure it is implemented, so that the school environment is accessible to people with disabilities and that communications from school are as inclusive as possible.

The Governing Body aims to ensure that no child is discriminated against on account of any disability and that all children have equal opportunity to all aspects of the learning experience.

### **Headteacher and Leadership Team**

The Leadership Team is responsible for implementing, communicating and monitoring the impact of the Accessibility Plan. The Leadership Team promote equality of opportunity when developing the school site, the curriculum and in all forms of communication.

### **Staff**

All staff will ensure that all children are treated fairly, equally and with respect. They will maintain awareness of the Accessibility Policy and Plan, and will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

All staff will challenge incidents of prejudice and pass on serious incidents for the attention of LT. They will strive to provide material with positive images of people who may be considered disabled.

### **Children and Parents**

Children and parents will be made aware of how the Accessibility Plan applies to them via appropriate updates on the development of the school site, the curriculum and communications, and will have the opportunity to discuss and feed into the plan as part of the consultation process.

# Action Plan

## 1. Environment

### Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground, sports areas, and shared areas such as canteens or libraries and toilets

|     | Priority  | Action   | Responsible person   | Timescale                                 | Outcome/Impact   |
|-----|---|--|--|---|--|
| 1.1 | <p>The environment is adapted to meet the needs of pupils as required. This includes</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays- Junior site only</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair accessible height</li> <li>• Bevan 'calm' rooms</li> </ul> | <p>Ensure all corridors, classrooms, toilets and play areas are safe and accessible by having regular Health and Safety checks.</p> <p>Report any accidents or potential hazards.</p> <p>Consider whether it is possible to create disabled parking spaces outside of infant and middle sites.</p> | <p>PFI Officer</p> <p>School Business Manager</p> <p>Headteacher</p> | <p>Health and Safety Walks each term.</p> | <p>Safe and unobstructed school environment.</p> <p>Pupils with SEND, including mobility difficulties, have full access to all facilities.</p> |
| 1.2 | Flexible seating arrangements and classrooms set up   | Monitor the layout of the classroom environment to ensure accessibility for children with a range of   | SENCo and Class Teachers   | Long term                                 | Adaptations to classrooms are in place (where appropriate).  |

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|     | reflecting the needs of the children in the class.   | <p>learning/emotional/ behavioural/physical needs.</p> <p>Organise visits prior to starting school for pupils with hearing or sight impairment, physical impairments or emotional/mental health issues</p> <p>SENCo to liaise with Education Sensory Impairment Team.</p> <p>SENCo to liaise with OT Service.</p>     |        |   |   |
| 1.3 | Provision of quiet/safe space outside classroom where children may seek refuge if distressed or experiencing sensory overload.   | <p>Bevan set up and regularly monitored.</p> <p>Communicate to staff and children the availability of this resource and explain how it is to be used. Make sure all children understand why it is there, not just those already on the SEN register, or those with a visible disability.</p>                          | SENCOs | Termly monitoring   | Safe and appropriate space                                      |
| 1.4 | Provision of space/resource for children with diagnoses such as ADHD/ASC who may need regular movement breaks, to address issues such as increased sensory seeking behaviours or higher energy levels and difficulty | <p>SENCo to liaise with OT Service.</p> <p>Communicate to staff and children the concept of 'sensory diet', the availability of supporting resources and how they can be used. Make sure resources are available to all children, not just those already on the SEN register, or those with a visible disability.</p> | SENCOs | Learning profile updates dictate regular 6 weekly updates | Provision is appropriate according to the needs of the children |

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| in keeping still for prolonged periods. |  |  |  |  |
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## 2. Curriculum

### Increasing access to the curriculum

This covers curriculum content, differentiation, teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

|     | Priority  | Action   | Responsible person                                | Timescale | Outcome/impact                         |
|-----|---|--|---|-----------|--|
| 2.1 | Ensure access to the curriculum for all pupils with a disability.               | <p>Ensure a differentiated curriculum for all pupils.</p> <p>Staff training-build on teacher's skills to ensure that quality-first teaching is fully accessible to all pupils.</p> <p>Ensure full access to sex education, online safety, and the PHSE curriculum through 1-1 provision, adapted language, and repetition if required, to allow full understanding of complex safety issues.</p> | <p>Headteacher, DHT and AHT.</p> <p>SEND Team</p> | Long term | Improved and sustained pupil progress. |
| 2.2 | To ensure all pupils with a disability have full access to, and can be involved | Ensure contact with Occupational Health to discuss potential needs.  | SENCo and OT.                                     | Long term | Improved and sustained pupil progress. |



|     |   |   |  |   |   |
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|     | fully in, the life of the school.   | Create personal access plans for pupils as necessary.   |  |   |   |
| 2.3 | To assist children who struggle with making friends/servicing friendships on account of their disability. | Create personal plans for pupils as necessary.  | Mental Health Team   | Termly caseload is reviewed according to referrals by staff | Pupils develop greater social skills and are supported by their peers                       |
| 2.4 | To ensure all pupils have access to extra- curricular activities, regardless of their disability.         | Range of extra- curricular activities to be offered. Assessment of need and support required.   | PE Leads, class teachers, DHT and SEND Team.                           | Long term   | All pupils will be supported in choosing extra -curricular activities.                      |
| 2.5 | To ensure that there is a culture in school that encourages positive relationships between pupils.        | Records of bullying incidents are monitored closely.<br><br>Assemblies and classroom talks to challenge assumptions that underlie bullying, stereotyping and sexual harassment.<br><br>Restorative Justice for children involved and affected by bullying incidents.<br><br>Ensure that all staff and children understand that not all disability is visible and ensure there is open dialogue about our mental health and emotional wellbeing as well as physical and learning disabilities. | Teaching Staff<br><br>Headteacher, DHT and AHT.<br><br>Learning Mentor | Long term   | Reduced incidents of bullying and increasingly positive relationships between all children. |

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|  |  | PATHS programme implemented throughout the school. All staff to receive training in delivering the PATHS programme. |  |  |  |
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### 3. Information

#### Ensuring the availability of information to disabled pupils and their families

This information should be available in various preferred formats, within a reasonable timeframe, and be provided by individual schools and the local authority.

|     | Priority  | Action  | Responsible person                                     | Timescale      | Outcome/impact   |
|-----|---|---|--|----------------|--|
| 3.1 | School information (including policies) to be offered in a suitable range of alternative formats. | Produce all school information in alternative formats as required i.e. large print, Braille, audio tape or an explanation in your own language, if not English, where required. | School Business Manager and Admin Team.                | Annually       | School information will be available to cater for anyone in their preferred mode of communication. |
| 3.2 | Access information about each site to be added to school website.                                 | Ensure information is presented in a range of formats (as above).<br><br>Link to The Local Offer on the school website.   | DHT<br>School Business Manager<br>PFI Manager<br>SENCo | Annually       | School information on the website will be regularly monitored and updated as required.             |
| 3.3 | When refurbishing, consider Access Audit recommendation for                                       | A copy of the school's Accessibility Plan is available to all outside service providers.  | School Business Manager                                | As appropriate | External providers have read the Accessibility Plan.   |

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| improving access for pupils, staff and visitors with physical difficulties and sensory impairments. |  | PFI Manager |  |  |
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This plan will be reviewed and its impact evaluated every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body and the Headteacher.

The Accessibility Plan is linked to the following policies and documents:

- Equality Policy
- Anti- Bullying Policy
- PHSCE Policy
- Health and Safety Policy
- SEND Information Report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy.

## **EQUALITIES STATEMENT**

St Mary's positively celebrates diversity and inclusion is core to its Christian ethos. The Governing Body recognises that no one should receive less favourable unlawful treatment than another on the grounds of gender, marital or civil partnership status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. It is the Governors' aim that no-one at the School should suffer unlawful direct or indirect discrimination, victimisation or harassment on any of these grounds. The Governing Body is committed to embedding fairness and equality at the heart of the school community, and in all aspects of the school's policies, procedures and practices.