

**ST. MARY'S
CHURCH OF ENGLAND**



PRIMARY SCHOOL

St Mary's Church of England Primary School

Accessibility plan 2023 - 2026

Issued: October 2023

To next be reviewed: October 2026

St Mary's School Vision

We aspire to be a kind and creative learning community where we support and challenge each other to be the best we can be.

We aim for all our children to

- have a sensitive, considerate and respectful attitude towards others
- understand and appreciate Christian values
- be proud of their school and their achievements
- be able to work co-operatively, collaboratively and independently
- be enthusiastic learners and confident in applying their skills
- develop an enquiry based approach, to become lifelong learners
- have essential skills in literacy, numeracy and information technology
- achieve the highest standards of which they are capable
- extend themselves in mind, body and spirit

To achieve these aims for our children we will

- give clear, challenging but achievable objectives that are shared with the child
- complete careful planning which includes continuity, progression and differentiation, using assessment to target learning needs
- provide a stimulating, organised, learning environment with appropriate resources
- give clear instructions; provide achievable tasks, with perceptive teaching and supportive guidance
- ensure all areas of the curriculum are covered for all pupils and provide a variety of activities to challenge and extend learning
- plan opportunities for children to ask questions, teach strategies and provide resources for them to find answers
- use a range of teaching approaches and plan for different learning styles
- involve parents and carers in school life
- promote the development and use of the children's self-evaluation skills
- give praise and recognition for effort, achievement or talent
- give clear guidelines on acceptable and unacceptable behaviour through the behaviour policy and encourage children to take responsibility for their actions
- encourage children to take an active and responsible part in decision-making
- set a good example in the way we behave towards others and give children opportunities to explore Christian values and develop their spirituality
- work together collaboratively as a community and strive for continuous improvement in all we do

St Mary's School Christian Values

Our School's Christian Values are demonstrated in all that we do and say

*** Compassion * Community * Courage * Curiosity ***

Accessibility Plan

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Under the SEND 2014 and The Equality Act 2010 legislation and regulations, schools must prepare and implement Accessibility Plans.

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 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 CE Primary School the Plan will be monitored by the Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At St Mary’s CE 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.

The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school
- Increase access to the curriculum for pupils with a disability
- Improve the delivery of information for pupils, staff, parents and visitors with disabilities.

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- Equality and Inclusion lie at the heart of our school vision and 4 supporting core values
- Our four core values: compassion, curiosity, community and courage are nurtured and developed throughout the work of our school
- Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy

- The school recognises its duty under the Equality Act 2010:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.

- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The plan will be made available online on the school website and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We are part of the Lighthouse Learning Trust and benefit from the expertise of a Lead Teacher for Pupil Engagement and SEND

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, governors and parents

2. 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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake 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 sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Accessibility Action Plan 2023-2025

Improving the Physical Access

Aim	Action	Timescale	Success Criteria
Provide accessible teaching areas with classrooms optimally organized and reviewed for the beginning of the year to promote the participation and independence of all pupils.	Assess classrooms needs and make physical changes where necessary. Amendments to classrooms or routes through school will be developed prior to the child starting school or moving class in September.	End of Summer Term in preparation for September annually.	Children’s needs are met within an appropriate environment where possible. All pupils have access to the national curriculum within an appropriate environment.
Make disabled visitors, parents and pupils aware of their access to the school site.	Provide details of parking and easy route to school.	Ongoing	Visitors, parents and pupils are able to access the school site in safety.
Wheelchair users can move around and utilize the site without hindrance	Maintain existing ramps Offer assistance when accessing the field.	Ongoing as required and when budget allows	Wheelchair users are able to access the school site.
Improve access to school circulation for the visually impaired	Ensure sufficient contrast in paint colour applied to door architraves, face and leading edge of doors, walls and skirting boards throughout premises. Ensure yellow edging paint on external steps Ensure colour contrasted handrails to staircases.	Ongoing as required and when budget allows	A visually impaired person can move around the site with ease.
Improve access to the school’s main entrance/reception area.	Automate one or both doors for access to the school’s main entrance/reception area.	Ongoing, as budget allows	A disabled person can access the main school with ease.

Educational visits, including trips, are planned to ensure the participation of the whole range of pupils, including those with identified SEND.	Continue to review all out-of-school provision to ensure compliance with legislation and that all reasonable adaptations are made. Requirements for pupils with SEND to be identified within completed risk assessments	Ongoing	All children, including those identified with SEND can access educational visits.
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Improving the Curriculum Access

Aim	Action	Timescale	Success Criteria
Continued professional development for teachers and LSAs on differentiating the curriculum	Inclusion of opportunities for differentiating the curriculum in CPD training. SENDCo attends regular training and cascades information.	Ongoing	Increase in access to the National Curriculum. Staff are able to meet the requirements of all pupils needs to access the curriculum. Engaged and motivated pupils.
Educational visits, including trips, are planned to ensure the participation of the whole range of pupils, including those with identified SEND.	Continue to review all out-of-school provision to ensure compliance with legislation and that all reasonable adaptations are made. Requirements for pupils with SEND to be identified within completed risk assessments	Ongoing	All children, including those identified with SEND can access educational visits.
Classrooms are optimally organized to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	End of Summer Term in preparation for September annually Ongoing	Increase in access to the National Curriculum
Ensure the early identification of a pupil's individual needs and provide support.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Ongoing	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.

			Wider community will benefit from a more inclusive school and social environment. School able to act as a model within the community.
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Improving the Access to Information and Communication

Aim	Action	Timescale	Success Criteria
Availability of written information in alternative formats.	The school will make itself aware of the services available for converting written information into alternative formats.	As required, according to pupil and parent need.	Delivery of information to disabled pupils and parents is improved.
Make available school brochures, newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats.	As required according to need.	Delivery of school information to parents and the local community is improved. All parents feel well informed about school life.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

SEND Policy

Health and Safety Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	Wheelchair accessible from main entrance			
Lifts	0			
Parking bays	1			
Entrances	Main entrance wheelchair accessible, Reception classroom accessible from outside, others are not			
Ramps	Yes – to main entrance and wider school grounds from car park			
Toilets	1 disabled toilet with handrails and pullcord alarm			

Reception area	Wheelchair accessible from main entrance			
Internal signage	Classrooms are named, disabled toilet signed?	Signage to show way to hall/classrooms etc?		
Emergency escape routes	Main entrance and Reception classroom only ones which are wheelchair accessible	Wheelchair exits in case of fire?		

