

St Mary Magdalen's Primary School



*The family of St Mary Magdalen's is
Centred on Christ to create
Inquisitive individuals
Who feel empowered to
Engage in the world in which they live*



Accessibility Plan

Date of Implementation: Autumn 2020

Date of Review: Autumn 2023

Vision Statement

This Accessibility Policy and Plan is 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 progress of the Accessibility Plan over a prescribed period.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments (which may be needed in the future).
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Accessibility Plan

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. St Mary Magdalen's RC Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three-year period, in line with the SIP. The plan will be reviewed and updated annually.

4. The Accessibility Plan will contain relevant actions to:

- 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.

- 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 able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improving teaching and learning lies at the heart of the school's work; 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 have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur, if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum statements are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

7. The Plan will be monitored through the Curriculum and Standards Sub-Committee of the Governors.

8 The Plan will be monitored by Ofsted as part of their inspection cycle.

9. 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.

Summary of our school Action Plan:

Aims and objectives

Our aims are to

- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of written information

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at school, we collect information on disability as part of a survey or parents' views, or in conjunction with our termly Parents Evenings.

- Physical environment – this can include challenges for children with social interaction and communication impairments at lunch and break times, after school clubs and trips.
- Curriculum – particular challenges are PE for pupils with physical impairment, science for pupils with visual impairment. Bullying and peer relationships can also prove challenging.
- Information-all pupils should be able to express their views and hear the views of others.

Accessibility Action Plan: 2020-2023

Aim 1

To increase the extent to which disabled pupils can participate in the school curriculum

Aim 2

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of an inclusive education and associated services.

Target	Strategies and responsibility	Time-scale and cost	Success criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required SENDCO	On-going and as required	Raised staff confidence in strategies for differentiation and increased pupil participation

Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required SENDCO	Reviewed each term	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child SENDCO	As required	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed Technician	As required	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness Head teacher Evolve co-ordinator	As required	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school / events to participate in PE co-ordinator	Annually by the PE co-ordinator	All to have access to PE
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the EHCP process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process SENDCO Head teacher	Induction and ongoing if required	EHC plans and short notes in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Improve access to the school and new buildings where necessary. Head teacher Governors	As required	Disabled parents/carers/visitors feel welcome Re-designed buildings are usable by all

Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities Head teacher SENCO	Annual review	All disabled pupils and staff working alongside are safe in the event of a fire
Review information to parents/carers to ensure it is accessible	Clear print in "simple" English School office will support and help parents to access information and complete school forms School Office	Current and ongoing	All parents receive information in a form that they can access
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible SENCO County EMTAS team	As required	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure Prospectus is available via the school website. School office	2020-2023 and then annually	All can access information about the school
Improve external access for visually impaired people	Yellow strip marks on yard step edges Caretaker	As required	Visually impaired people feel safe in school grounds