

St Mark's CE Primary School

Accessibility Plan

Date of policy: November 2018

Date of review: November 2020

Member of staff responsible : Headteacher

Introduction

St Mark's CE Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is

"A person suffers a disability 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 carry out normal day-to-day activities."

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Rationale

We recognise:

- our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)

“from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services¹”

- Schools and LEAs must:
 - not treat disabled pupils less favourably; and
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- that Multi Academy Trust and school governors have the duty to publish Accessibility Strategies and Plans

¹ Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

Scope of the Plan

This plan covers all three main strands of the planning duty:

- 1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**

We will plan for the improvement of the physical environment of the school and physical aids to access education: this includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems. Physical aids to access education will include ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

- 2. Increase the extent to which disabled pupils can participate in schools' curriculums.**

We will always strive to improve access to a full, broad and balanced curriculum, including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

- 3. Improving the delivery of information to pupils with disabilities**

We will plan to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils where appropriate. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT.

Aims

St Mark's CE Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library to ensure that there are examples of positive images of disabled people

Monitoring

St Mark's CE Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. Monitoring will happen at the appropriate times of the year for each area and may include governors, office staff or SLT.

We will monitor :

- ❑ Admissions
- ❑ Attainment
- ❑ Attendance
- ❑ Punctuality
- ❑ Effects of pastoral strategies
- ❑ Rewards
- ❑ Sanctions
- ❑ Exclusions
- ❑ Response to teaching styles/subject
- ❑ SEN and G & T Register
- ❑ Setting/groups
- ❑ Effects of the Literacy & Numeracy Strategies and linked intervention strategies
- ❑ Extra-curricular activities
- ❑ Selection & recruitment of staff
- ❑ Governing body representation
- ❑ Parents attending consultation meetings
- ❑ Parents' involvement in the life of the school (representation on PTA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Monitoring outcomes will direct priorities of the Accessibility Action plan targets.

The plan will be reviewed annually by the governing body.

Governors responsible for the monitoring of the plan will report on the progress of targets to the full governing body.

Appendix A

Publications for Guidance

Accessible Schools: Planning to increase access to schools for disabled pupils	Issued to all schools in June 2002 (DfES Publications)
Schools Disability Code of Practice	Disability Rights Commission (DRC)
SEN Code of Practice	DfES
DfES Guidance on Inclusive Schooling	DfES
National Curriculum 2000 Inclusion Statement DfEE: Access for disabled people to school buildings (BB91)	DfES The Stationary Office

Add others

Useful telephone numbers:

Disability Rights Commission DRC Helpline	0207 828 7022 0845 622 633
DfES Publications	0845 60 222 60
Ofsted Publications	020 7510 0180
QCA	021 8867 3333

Appendix B

Access Plan

Short Term

Target: Improving availability of written material in alternative formats.

Action: The school makes itself aware of the services available through its LA for converting written information into alternative formats.
If needed the school can provide written information in alternative formats.

Time Frame: 2018/19

Success Criteria: Delivery of information to disabled pupils and parents improved where appropriate.

Medium Term

Target: Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.

Action: Seek advice from LEA sensory support service on appropriate colour schemes.
Classrooms and corridors are made more accessible to visually impaired children.

Time Frame: 2019

Success Criteria: Physically accessibility of school increased.

Long term

Target: To improve access to designated areas over successive financial years.

Action: Planned use of minor capital delegated resources and discuss with the MAT.

Time Frame: 2019 - 2020

Success Criteria: Physical accessibility of school increased.

Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour Policy
- Admissions policy/criteria
- School improvement plan
- School Asset Management Plan
- Policy for school trips and excursions
- SEN policy
- Exclusions
- Equality Scheme

St Mark's is committed to ensuring every child can access the curriculum in accordance with the DDA Guidance 2005 and The SEN and Disability Act 2001. Individual support programmes will be written in consultation with parents, children and outside providers to ensure a broad and balanced curriculum is available to all.

November 2018

Signed:

Date: