

# ST MARY'S CE PRIMARY SCHOOL

## ACCESSIBILITY PLAN AND POLICY 2016-2019

### Vision statement

It is a requirement of all schools to have an Accessibility Plan. The purpose of this plan is to clearly identify areas of the school which are accessibility friendly and highlight areas which need to be addressed to ensure that they are accessible to someone with a disability.

A disability is described in the Equality Act 2010 as:

“A physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal day to day activities”.

At St Mary's CE Primary school we are aware that we have a general duty according to the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimization and any other conduct that is prohibited by or under this act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share protected characteristics and persons who do not share it.
- Not to discriminate any individual from being accepted via our admissions because of their disability, but making sure we fully understand the nature of that disability so we can accurately assess how we may meet the individuals need.

Taking this into account at St Mary's C.E Primary School we believe that any child, regardless of their disability should have reasonable access to our environment where they can be offered a full and varied curriculum alongside their peers. Where necessary reasonable adjustments will be made to our environment to accommodate the needs of an individual regardless of their age, education, physical, sensory, spiritual or emotional needs. This policy reflects the commitment to equal opportunities as set out in our SEND policy, reviewed January 2016.

The accessibility plan will include actions required to improve access to:

- Equality and inclusion
- Physical environment, including that of evaluating and improving the current environment and physical aids
- Evaluating and improving the access to the curriculum for those children with a disability to ensure they have opportunities to develop other essential life skills

- Improve the delivery of written information and correspondence to the staff, children and parents who have a disability, which may include working closely with these groups to identify how to suit their needs.

### **Aims and objectives**

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<p>Regular TAC and liaison meetings are held with parents of children with a disability to discuss evolving needs.</p> <p>Liaison with outside agencies who provide additional support is established. Ensuring that support plans are actioned.</p> <p>Frequent monitoring and evaluation of student progress.</p>	<p>Short term</p> <p>Relevant resources are bought/supplied in all classrooms to help support independent learning</p> <p>Teachers follow quality first teaching and annotated planning techniques to make sure needs of individuals are met</p> <p>Medium term</p> <p>Target CPD to ensure that Staff are kept up to date on the evolving needs of individuals in the school.</p> <p>Long term</p> <p>Continual monitoring of progress of those children with a disability to make sure they are not disadvantaged against their peers.</p>	<p>Orders to be placed</p> <p>Planning scrutiny/ book scrutiny at planned intervals</p> <p>Individual pupil meetings with SLT</p> <p>Annual SEN audit to take place</p> <p>Relevant CPD booked</p>	<p>Class teacher</p> <p>SLT</p> <p>SLT</p> <p>SENCo</p> <p>CT/SLT/SENCo</p>	<p>As required</p> <p>Termly?</p> <p>3 times a year?</p> <p>Annually</p> <p>As required</p>

<p>Improve and maintain access to the physical environment</p>	<p>School has ramps, sliding doors, automatic doors, lowered desks.</p> <p>Disabled access is available to the second floor via a lift and ramps which are outside of the building.</p> <p>Doorways are wide with plenty of space for a wheel chair</p> <p>Path ways are flat and are maintained by the school to ensure they remain safe.</p> <p>Disabled toilets are situated around the school.</p>	<p>Short term: To ensure current access is maintained</p> <p>Medium term: ensure braille is available and that all information is suitable for VI, children with language and communication difficulties. Evaluate the height of pegs, hand dryers and water fountains in the school. Ensure the DT rooms have the choice of lower tables and chairs to aid access</p> <p>Long term- install electronic double door openers to improve access</p>	<p>Maintenance to continued</p> <p>Visual impairment team to be contacted. PD team to be contacted</p> <p>Monitor situation</p>	<p>Business manager to monitor, relevant employed staff to implement</p> <p>SENCo</p> <p>SENCo</p>	<p>Ongoing</p> <p>September 2016</p> <p>NA</p>
<p>Improve the delivery of written information to pupils</p>	<p>Teachers use different fonts and colours to help differentiate text</p> <p>Where needed symbol support is used to help aid understanding.</p> <p>Star challenges are used effectively as a method of differentiation so children have access to a range of written information</p>	<p>Short term: increase the understanding of the impact of 'Tier 2' ( information carrying language) on a child's ability to access the classroom effectively</p> <p>Medium term: possible investment of symbol based software e.g., communicate in print or Board maker.</p> <p>Long term: Systematically improve</p>	<p>Staff training on language</p> <p>Purchase software if relevant</p> <p>Targeted through</p>	<p>SENCo /SALT?</p> <p>SENCo</p>	<p>September 2016</p> <p>To be monitored</p>

		the use of picture and symbols to support understanding of different tiers of language	book monitoring etc. class observations	SLT	ongoing
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### Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two			
Corridor access	Large, wide corridors all on one level door handles at appropriate height			
Lifts	One main lift	Ensure lift is maintained, items not to be stored in the lift		
Parking bays	Two available disabled spaces, adequate space and drop curb.	None		
Entrances	Automatic doors to the front of the school, smooth pathway leading to the front of the school. Ramp access to the top part of the	Maintain clear access		
Ramps	There is a large ramp to access the top level of the school which allows access to all classrooms. Classrooms have slide doors as well as conventional swing doors	If applicable, look at ensuring swing doors can be electrified.		
Toilets	3 disabled toilets available - space available in the toilets that a hoist could be installed  Showers available  Toilets of different heights available.	Check the ceiling would be able to support a hoist  Check alarms are in working order  Hygienic surface for intimate care?		
Reception area	Reception area is spacious and has a lower area of the desk for improved accessibility. Hearing loop system is in place  Disable refuse	Signage for hearing aid loop and ensure system is working		

Internal signage	<p>Classroom signage is pale grey with white writing. No signage available in main reception informing structure of school.</p> <p>No braille</p>	<p>Symbol development for key areas</p> <p>Adding braille onto classroom doors/ raising the writing on the classroom labels and placing them at wheelchair/child height.</p> <p>Evaluating whether contrast on the doors is enough.</p>		
Emergency escape routes	<p>Disabled refuge available.</p> <p>Ramp access to playground from second story.</p>	<p>Ensure refuge is working and ramps remain clear and safe.</p>		