

St. Mary's

Church of England (VA) Primary School



Accessibility Policy and Plan 2021 - 2025

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1 Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 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 is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The 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 Headteacher. At St. Mary’s Church of England (VA) Primary School the Plan will form part of the Premise section of the School Development Plan and 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 Church of England (VA) 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.

2 Objectives

The St. Mary’s Church of England (VA) Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

St. Mary’s Church of England (VA) Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The St. Mary's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding 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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- Improve the delivery for those hidden disabilities e.g. sensory issues. An example of a reasonable adjustment would be sunglasses, headphones, special paper and pens.
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled e.g. coloured overlays, coloured filters, and enlarged print.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- School Emergency Response Plan
- Health & Safety Policy
- Equality Statement
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

3 Individual Assessment

At the beginning of each school year, the School will conduct an audit of its employees and pupils in order to:

- Identify employees and pupils with disabilities.
- Determine the scope of these disabilities and in particular areas where the employee or pupil is disadvantaged within the School because of these disabilities.

For each employee or pupil identified with a disability, the School will conduct an individual assessment to determine what reasonable actions can be taken in order to improve the individual's participation in the school's activities.

In addition to the individual review, the School will also review the activities of disabled children as a group in order to understand:

- The profile of disabled pupils coming into the school and of those who may not have been admitted to the school up until now;
- Patterns of attendance and exclusion;
- Areas of the curriculum to which disabled pupils may have limited or no access at the moment;
- The participation of disabled pupils in off-site activities;
- The physical environment of the School in particular identifying any parts of the School to which disabled pupils may have limited or no access at the moment;
- the ways in which information is currently provided for disabled pupils;
- Outcomes for disabled pupils, including:
 - a detailed analysis of outcome data: exams, accredited learning and end of Key Stage outcomes;
 - detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas;
 - achievements in extra-curricular activities;

4 Admissions

We aim to ask about any disability or health condition in early communications with new parents and carers when their child joins St. Mary's.

The school will strive to not put any child at a substantial disadvantage by making reasonable adjustments prior to the child starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

5 Physical Assessment of Premises

The scope of the annual Health and Safety Inspection will be extended in order to include an assessment of the availability of the school's premises to pupils and employees with disabilities. This assessment will identify any parts of the School to which disabled pupils may have limited or no access.

6 The Accessibility Audit

The Governing body and Headteacher in collaboration with the SENCo team will conduct an annual Accessibility Audit. This audit will cover the following three main areas:

Access to the curriculum – the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Access to the physical environment – the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Access to information – the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Governing body, Headteacher and SENCo team will also consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

7 Current Good Practice & Accessibility

The school is a one storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor. The hall is on the ground floor and is accessible to all. There is on-site car parking for staff and visitors. All entrances to the school are either flat or ramped. The main entrance features a secure lobby. There are accessibility toilet facilities available which can be accessed from the dining room. All these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Physical Environment

Disabled pupils can participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access at the moment if needed. There is access to the KS2 classrooms via the outside of the building where there is a ramp. The KS1 and Early Years classrooms can be accessed through the school or again around the outside of the building.

Curriculum

There are areas of the curriculum to which disabled pupils would have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. As part of the school's inclusive ethos, activities and learning is differentiated to ensure that all children can be included as much as is possible, and works with parents and carers to ensure this.

Information

Different forms of communication can be made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff if needed.

8 Accessibility Action Plan

As a result of the individual and physical assessments outlined in this policy, the School will produce and maintain an action plan with the specific objective of improving access to all aspects of the school's facilities for disabled pupils and employees.

The plan will be set out in the format shown in **Appendix 1** to the Accessibility Policy and will indicate:

- The area where the activities of disabled pupils or employees are restricted
- The suggested change to the school's premises/ resources to rectify the situation
- The expected cost of the proposed work to be undertaken

- The priority of proposed changes broken down into:
 - **Priority 1 Immediate Requirements**
Actions required to meet the needs of disabled pupils or employees already at the school
 - **Priority 2 – Long Term Requirements**
Other actions required meet the needs of disabled pupils or employees but in areas where the needs of pupils or employees already at the school are not directly impacted.
- The expected timing for completion of the proposed work

In many cases, the proposed changes will require significant capital expenditure. The plan will therefore have to be drafted in cooperation with the School's resources who will have responsibility for financing the proposed work.

The plan will be developed in cooperation with:

- The views and aspirations of disabled pupils and employees;
- The views and aspirations of the parents of disabled pupils;
- The views and aspirations of other disabled people or voluntary organizations.

The Action Plan will be considered by the Resources committee at least once per year.



Appendix 1

St. Mary's Church of England (VA) Primary School Accessibility Action Plan

To improve the physical environment:

Area where disabled pupils and/or employees are restricted	Proposed action to remedy the situation	Likely Cost	Priority	Target Date for Completion
Install hand rails – Internal KS2 stairs	Hand rails on the KS2 stairs will enable easier access for a child in KS1 with Cerebral Palsy, as well as any other children who join the school in the future who may also present with physical needs.	TBC – Following a consultation with the child's OT on 22/06/2021 we have been informed that the School Safe Access team recommends that we need to install a bannister rail.	2	Completed Summer term 2022.
Yellow lines to be re-painted to highlight steps externally around the school grounds	Repainting the yellow lines will enable a child joining our reception class with a Visual Impairment, to identify external steps around the school grounds.	TBC	1	Completed Summer term 2023

				Due to be repainted in Summer 2024
Mud kitchen fence on the KS1 playground and tree stumps in this area, to be painted or highlighted with hazard tape.	Painting or taping these areas will enable our visually impaired child to access them much more independently when they start in KS1.	TBC	1	Summer 2024
Wooden play equipment on the KS1 playground and field area, to be either painted or highlighted with hazard tape along the edges.	Painting or taping these areas will enable our visually impaired child to access them much more independently when they start in KS1.	TBC	1	Summer 2024
Sand tray located outside the Yr.1 classroom, to be painted or highlighted around the edges with hazard tape.	Painting or taping these areas will enable our visually impaired child to access them much more independently when they start in KS1.	TBC	1	Summer 2024
Bug hotel outside the Yr.1 classroom to be highlighted with yellow or white paint around the edges, to provide contrast to this environment.	Painting or taping these areas will enable our visually impaired child to access them much more independently when they start in KS1.	TBC	1	Summer 2024
All loose door and carpet mats in the Yr.1 classroom, to be secured down to	Painting or taping these areas will enable our visually impaired child to access them much more independently when they start in KS1.	TBC	1	Summer 2024

avoid becoming a trip hazard.				
Annexe	Initial temporary ramp to be sourced ahead of September 2021.	TBC	1	2021 / 2022
	Semi-permanent ramp to be built.		2	2023 / 2024
New Disabled Bay required	A disabled bay is required in Staff Car Park. (Additional time allowed to take into account the swimming pool rebuild.) Until then, office staff cone off parking bays as needed. Parents with blue badges presently park in Juniper Gate.	Unknown	1	2023 / 2024
External Lighting	Capital Funding to be released allowing for the erection of external lighting from the school site to Stockers Farm Road where there is no street lighting. (Parents picking up from wraparound care or attending meetings in the winter are vulnerable as they can't see.)	£13000	1	Completed October 2021
Calvert clearing added to the grounds contract	To avoid flooding, the clearing of the Calvert has been added to the grounds contract. Families were unable to access the site easily due to flooding after a storm.	£500	1	Ongoing
Disabled toilet	The door needs to be turned round. It opens the wrong way blocking clear access if in a wheelchair. The light need upgrading to ensure it stays on.	£2000	1	2023/ 2024

To improve the curriculum:

Area where disabled pupils and/or employees are restricted	Proposed action to remedy the situation	Likely Cost	Priority	Target Date for Completion
Rainbow Room will be used daily to facilitate 1:1 and small group activities in order to enhance the learning outcomes of identified pupils.	Paint all walls and ceiling with specialist glitter effect paint. Install black out blinds to the main door and sky light window. New carpet. New table and chairs specially designed for intervention/ small group work. Variety of new Sensory and Emotions resources. New Dyslexia friendly resources. Additional resources to support reading and writing across the school and during the roll out of identified intervention programmes. (Money ring-fenced to be used as required.)	£10,000	1	Completed Summer term 2022
FM System for a child Year 6 with Auditory Processing Difficulties.	FM system to be used during all teaching inputs by the class teacher and child. Will be removed at the end of Summer Term 2021.	HCC supplied	1	Completed Autumn term 2021
Written resources enlarge for a child in Reception with Visual Impairment difficulties.	Resources to be sourced from HCC VI team & RNIB as well as staff enlarging school resources to font size 36.	TBC	1	In place & ongoing

To improve the written information:

Area where disabled pupils and/or employees are restricted	Proposed action to remedy the situation	Likely Cost	Priority	Target Date for Completion
Written publication materials	The school will make itself aware of the services available through the LA for converting written information into alternative formats. Review all current school publications and promote the availability in different formats for those that require it.	Ongoing	1	Ongoing
	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems. 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	Ongoing	1	In place

Area where disabled pupils and/or employees are restricted	Proposed action to remedy the situation	Likely Cost	Priority	Target Date for Completion
Families where parents cannot access written information.	Families invited into school for verbal inductions of policies and ongoing flow of information.	Ongoing	1	Ongoing
	School staff complete Admissions, school lunches, transition applications, photo orders, eSafety.	Ongoing	1	In place

Area where disabled pupils and/or employees are restricted	Proposed action to remedy the situation	Likely Cost	Priority	Target Date for Completion
SEN Local Offer	Updated information uploaded onto website and parents regularly invited to access the material. This information is included in the Transition information. This includes signposting information for local parenting groups. SEN Coffee mornings take place each term when parents are invited into school to meet with Mrs Collett and guest speakers.	Ongoing	1	Ongoing