



ACCESSIBILITY PLAN 2018-2021

This policy sets out the aims, principles and strategies we will take to ensure that we meet the needs of our pupils to enable their learning to be of the highest quality. At St. Mary's school the Governing Board and staff are committed to meet the requirements of all our learners to make our school as accessible as possible. (Please read this plan in conjunction with the Equalities and Community Cohesion policy and the Special Educational Needs & Disability policy.)

Policy reviewed April 2018

Next review date: April 2019

A handwritten signature in blue ink, appearing to read 'Matt White'.

Matt White

Headteacher:

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SCHOOL ETHOS

Introduction

It is a fundamental part of our Christian foundation and ethos that everyone in our school should be treated with respect and dignity, in keeping with the Christian belief that God made all people equally valuable and in His image.

Our Christian ethos implies a commitment to tackling any form of discrimination, whether direct or indirect, individual or institutional, and promoting equality of opportunity. Each person in our school community will be given fair and equal opportunities to develop their full potential. Consequently we are committed to meeting all requirements to make our school as accessible as possible.

The SEN and Disability Action 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education, these requirements have been replicated in the Equality Act 2010. The Governing Board has three key duties towards disabled pupils, under Part 4 of the DDA:

- a. not to treat disabled pupils less favourably for a reason related to their disability;
- b. to make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;
- c. to draw up plans to show how, over time, we will increase access to education.

This policy sets out the proposals of St Mary's Church of England School to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA by:

- a. increasing the extent to which disabled pupils can participate in the school's curriculum;
- b. improving the physical environment of the school to enable fuller usage by disabled pupils;
- c. improving the delivery of written information to disabled pupils using appropriate means.

DEFINITION OF A DISABILITY

A pupil has a disability if he or she has a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

What defines 'reasonable adjustments'?

In determining what is reasonable the school will have regard to:

- a. health and safety requirements
- b. The practicality of making reasonable adjustments
- c. The interests of other pupils
- d. The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- e. The extent to which aids and services will be provided via a Statement of Educational Needs statement, or by provision paid for outside the school's resources

WHAT WE WILL DO

How will St Mary's Church of England school increase access to the curriculum for disabled pupils?

As part of the admissions process, staff will meet with parents to discuss whether or not a prospective pupil will be able to access the curriculum and what reasonable adjustments can be made to facilitate this. In determining this, the school may advise additional assessments for further clarification. If after consultation the school decides that it would not be able to discharge its legal and moral responsibilities to educate the prospective pupil and/or its contractual duties to the parent(s), we will be unable to offer a place.

In support of any planning, where appropriate, further discussions will be had with parents to understand requirements and delivery approaches. Specific planning with the school's Inclusion Co-ordinator will take place and an Individual Education plan (IEP) will be drawn up in accordance with our policy and procedures. This will be monitored and reviewed frequently; Any further adjustments to provision will be within the remit of this accessibility plan. The Governors responsible for Additional Educational Needs will monitor this process and its outcomes termly.

The school will carefully increase children's and staff's awareness of any disabilities.

Appropriate staff Inset will be provided to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision. Specific training for any needs (eg. Medical) will be undertaken and it is the responsibility of the Inclusion Co-ordinator's responsibility to put this in place.

The School will agree appropriate and regular means of communication with parents regarding the student's progress, behavioural issues and the effects of any medication.

The School will endeavour to:

- a. be sensitive to the needs of every child
- b. reduce barriers to learning in every area of school life
- c. ensure the curriculum is accessible to every student
- d. keep equality of opportunity enshrined in our practice.

The School will not discriminate against, or victimise a pupil:

- a. in the way we provide education for the pupil
- b. in the way we afford the pupil access to a benefit, facility or service
- c. by not providing education for the pupil
- d. by not affording the pupil access to a benefit, facility or service
- e. by subjecting the pupil to any other detriment.

How will St. Mary's Church of England school improve the delivery of written information to disabled pupils?

Following our Special Educational Needs & Disability (SEND) procedures, the school will seek advice on translation materials from Physical / Sensory services to identify materials and providers. The school is fitted with Interactive whiteboards in all main teaching areas; there is WIFI and a range of equipment already in place (tablets; ipads; laptops) which can have additional software added to meet specific needs. The Inclusion co-ordinator will keep an updated library of all resources and their location (currently the staff room), which will be available for all staff plus SENCo's resources (currently in Year 5 classroom). This will be part of the inclusion manager's action plan for Additional Educational Needs 2017-19.

The provision map, which clearly identifies all additional support for a child with SEND, will be sent to parents of individual children as appropriate. Any child who has a period of prolonged absence will be supported in their education through this means or any other as agreed with the parent.

How will St Mary's Church of England school improve the physical environment of the school to enable fuller usage by disabled pupils?

The design for the school building pays careful attention to the requirements of the Disability Discrimination Act with full access for the disabled. Features include:

External Accessibility

- Front access gates have powered opening rams
- Disabled car park space close to the school Reception
- Main access path 2000mm in width and lit
- Level access to the building, including from the car park to the main school Reception, a tarmac ramp to remove the height differential between the main play area and the hall doors, and from the Reception classroom to the canopy
- Contrasting colours used on softpour where possible
- Access controls are set at an appropriate height
- Paths are tarmac rather than slab to reduce trip hazard

- Steps and changes in level kept to a minimum; slopes used where possible

Internal Accessibility

- Minimal internal steps and level changes
- The main access doors are double doors inside and out
- Doorways and corridors are wide enough for use by someone in a wheelchair
- Colour schematics are selected with the needs of the partially sighted in mind including internal floor coverings, contrasting wall and floor edges, contrasting door handles to doors
- The reception desk has split level for wheelchair users

Provision of an Accessible Learning Environment

- Provision of WC facilities in the Reception area which are suitable for disabled use and accessible to school visitors
- DfE BB guidelines adhered to in all areas
- Acoustics and sound separations as required by building control
- Quiet areas inside and outside of the building where stimulation levels can be reduced to enable the needs of an autistic child to be met

The Governing Board and staff will undertake an immediate review should the school admit a child with a specific need that may require any further changes to the building in order for that child to fully access the curriculum.

COMPLAINTS PROCEDURE

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the Headteacher and, if concerns persist, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be followed. The full Complaints Procedure is available from the school office and on the Website, www.stmaryshampton.school.org.uk

Copies of this Accessibility Plan are also available in the staff handbook, on the staffroom wall, from the school office and on the school website. The school's Additional Educational Needs action plan is revised annually in the light of the AEN self evaluation toolkit, which in turn takes into account of needs of current and expected pupils. The monitoring processes of both the AEN Governors and the Resources committee combine in the summer term to ensure that provision is in place for new admissions the following September.

THREE YEAR PLAN 2018-2021

Aim	Current good practice	Objectives <i>short, medium and long-term objectives</i>	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
<p>Continue to increase access to the curriculum for pupils with a disability</p>	<p>St Mary's has a differentiated approach to delivering teaching and learning, tailoring lessons and activities to the varying needs of all the children</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include braille facilities for visual impairment</p> <p>Curriculum progress is tracked termly for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Curriculum to be regularly reviewed and updated to take account of changing needs</p> <p>Suite of interventions to continue to be developed to meet needs of all pupils</p> <p>Pupil progress data to inform provision for all pupil groups</p> <p>Pupil targets reviewed termly</p>	<p>Annual curriculum review</p> <p>Termly pupil progress meetings</p> <p>Provision map updated termly</p>	<p>Class teachers</p> <p>HT, SENDCo, class teachers</p> <p>Inclusion Manager</p>	<p>Summer 2019</p>	<p>Curriculum and coverage ensures all needs of pupils are met</p> <p>All pupil groups make good or better progress</p> <p>Pupil progress meetings identify needs of pupils</p> <p>Intervention programme ensures good or better progress for all pupils</p>

<p>Continue to improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Shelves and furniture at wheelchair-accessible height 	<p>Continue to monitor and review provision and accessibility through annual health and safety assessments</p>	<p>Health and safety assessments</p> <p>Annual accessibility audit</p>	<p>Office Manager, H&S governor, HT</p>	<p>Summer 2019</p>	<p>Site is fully accessible and safe for all learners, including those with disability</p>
<p>Continue to improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations 	<p>Keep all stakeholders updated on accessibility</p>	<p>Regular updates for parents through email, website and newsletters</p>	<p>HT, SENDCo, Inclusion Manager</p>	<p>Summer 2019</p>	<p>All stakeholders fully informed on accessibility issues</p>

PERSONAL EMERGENCY EVACUATION PLAN

NAME:

DATE:

REVIEW DATE: May 2019

Generally annually (or sooner if there is a change in circumstances such as for a temporary disability or a change in health)

Copies to:

SLT, Class Teacher, PLSA, Office staff, Premises Office

Introduction

The purpose of this PEEP is to enable the school to implement policy and procedures in order to discharge part of its duty towards disabled pupils/young people or staff under the Regulatory Reform Order 2005; the Education Act 1996 and the Disability Discrimination Act 1995.

This plan will ensure that children with a mobility issue or impairment, whether permanent or temporary, are not put at any disadvantage or treated less favourably in the event of an emergency situation.

This plan will:

- identify any specific needs of the individual,
- identify staff responsibilities
- identify staff training requirements
- identify specific evacuation routes where appropriate,
- identify refuge areas and specific evacuation procedures.

This 'PEEP' will be reviewed at least annually to ensure that the most up to date information is available. Further reviews will be undertaken where there is a change in the person's health; a change in procedures or an alteration of the premises.

Plan Objective

(Name) is severely visually impaired and special provision needs to be made for her evacuation from the school in the event of an emergency. In the event of an emergency situation, typically a fire evacuation, (Name) will be accompanied, assisted & supported by her PLSA – either Mrs Kitch or Mrs Carter. If a fire evacuation occurs while her PLSA is on break, then Teaching Assistant Miss Korpela will take full responsibility for (Name).

Evacuation Procedure

As part of the routine classroom evacuation, (Name)'s PLSA should take her by the hand and leave with the rest of the class and assemble at the designated meeting point. In doing so, the PLSA should make an assessment of the safest route to take based on a visual check of the corridor on leaving the classroom. If there is no obvious danger/obstruction in either direction.

Plan Requirements

Action Required	Action taken
All staff and child to be advised of the procedure.	
New staff to be advised of procedures as part of induction training.	
Personal Emergency Evacuation Plan to be practiced.	