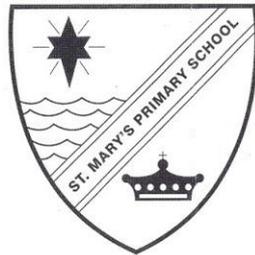


St Mary's Catholic Primary School



Learn; Love; Pray

Accessibility Plan

Revised: Autumn 2018
Review Due: Autumn 2021

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1. INTRODUCTION

The Equality Act 2010 states that it is against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- 'direct discrimination', eg refusing admission to a student because of disability
- 'indirect discrimination', eg only providing application forms in one format that may not be accessible
- 'discrimination arising from a disability', eg a disabled pupil is prevented from going outside at break time because it takes too long to get there
- 'harassment', eg a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation, eg suspending a disabled student because they've complained about harassment

Reasonable adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- changes to physical features, eg creating a ramp so that students can enter a classroom
- providing extra support and aids (like specialist teachers or equipment)

Special Educational Needs & Disability (SEND)

All publicly-funded pre-schools, nurseries, state schools and local authorities must try to identify and help assess children with Special Educational Needs.

If a child has an Education Health Care Plan for SEND, they should have a 'transition plan' drawn up in Year 5. This helps to plan what support child will need on transition to secondary school.

2. VISIONS AND VALUES

The Accessibility Plan is the main route through which the Governing Body will support learners with disabilities in school, as well as discharging its duties to other site users under the Equality Act.

In this the school is guided by the statutory general inclusion statement in the National Curriculum, and by the West Sussex Children and Young People's Plan 2010-2015. The Governing body support the following statement, taken from the plan:

Being inclusive

'In West Sussex, we believe that all children and young people should be able to access and receive the services they need, that their experience of those services are of the highest quality, and that those services provide a positive outcome wherever possible. Access to and receipt of services should be regardless of location, ability, age, gender, background, race and sexual orientation.

We respect and value diversity, encourage an inclusive culture and ethos, are committed to providing equality of opportunity for all, and to eliminating unwarranted and/or inappropriate discrimination of any kind.

In West Sussex, we are working to identify and overcome barriers that might prevent children, young people and families from accessing the services they need, for example, the significant difficulties for many people living in isolated rural areas.

It is our collective responsibility to behave in an ethical way, to promote fairness and equality and to ensure that children and young people who may be at risk of exclusion, marginalisation or underachievement are able to participate and achieve as fully as possible.'

The governing body of St Mary's Catholic Primary School fully supports the ethos above and are actively working to achieve fairness, accessibility to facilities and equality for all users of the school site.

3. DEFINITIONS

The Equality Act 2010 defines disability as "a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day to day activities". Impairments include sensory impairments – for instance sight or hearing impairments. Other examples of included conditions are:

- Medically diagnosed ADHD
- Recognised mental illness

People who have had a disability or illness which caused them to be classified as coming under the Equality Act are always protected from discrimination even when they no longer have the condition which caused the classification initially, e.g. persons who have previously suffered from and been successfully treated for cancer.

4. OBJECTIVES

Increase access to the curriculum for pupils with a disability – see Appendix A

Access to the curriculum covers all aspects of the wider curriculum, including after school activities, lunchtime clubs and school visits. It includes ensuring that staff receive all relevant training and support to enable them to fully support disabled learners, as well as ensuring that the correct resources are in place to support the teaching and learning.

Improve and maintain access to the physical environment – see Appendix B

This includes improvements to the physical environment of the school. This can include building issues as well as visual and acoustic improvements.

Improve the delivery of information to pupils with a disability – see Appendix C

This area covers how the school will seek to ensure that all written information available is equally as accessible to all students regardless of disability. It also covers the way in which the school will ensure that it meets the needs of parents with disabilities in its method of information management and dissemination.

5. MANAGEMENT, CO-ORDINATION, IMPLEMENTATION, RESOURCING AND EVALUATION

Responsibility for managing and implementing the school's Accessibility Plan lies with the Governing Body and Leadership of the school. This is managed using the following framework:

- The school Accessibility plan action points for the physical environment are incorporated into the school Premises Development Plan.

- Resource requirements for individuals are considered and acted upon on an `as and when` basis, as these are typically very specific requirements and need to be individually assessed. An example of this would be the provision of appropriately sized worksheet fonts for a student with a significant visual impairment.
- Training needs are managed in various ways, including whole school training where it is considered relevant, for example in the case of ADHD and behaviour management. Additionally where the specific needs of a student or member of staff require specific training for staff members, this is sourced and arranged. Training in both categories is typically sourced and arranged by the Inclusion Team.
- The school is already data rich and the progress of students with disability is closely monitored to help us to evaluate the success or otherwise of our provision. Where our evaluation shows that a student needs further or alternative support this is put in place.
- Our new student documentation includes a section inviting parent/carers to advise us of any access needs that they may have, so that the school can ensure that reasonable provision and adjustment is made to ensure that they have the same access to information as parents without disability. This is assessed on an individual basis, arranged through the Inclusion Team.

6. ACCESSIBILITY OF THE STRATEGY

The school will endeavour to make this plan accessible to as many people as possible by using various methods of delivery. It will be made available in the following ways:

- School website
- Printed in standard font
- Printed in enlarged font

Increase access to the curriculum for pupils with a disability – Appendix A

Target	Strategy	Outcome	Responsibility	Time-frame	Achievement
Training for teachers on differentiating the curriculum.	Use Staff meeting time to keep staff informed of up-to date 'good' SEND practice.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Inclusion Team	As required throughout the school year	Increase in access to the curriculum
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability. Arrange training for LSA's/ teachers in order to help them support pupils day to day in school	Teachers are aware of the relevant issues pupils face and can ensure that this group has equality of access to learning. The use of other professional partners has been made available.	All staff/ Inclusion Team	June/July in preparation for September - each year as children transition from pre-school/ other schools to St Mary's (This may also happen throughout the school year)	Ensures access to all school activities for all disabled pupils
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Inclusion Team & After-school clubs coordinator	Each term	Increase in access to all school activities for all disabled pupils /additional needs
Workshops for Awareness Raising of Disability Issues	Invite Just Different/Enable Me to school for children to take part in workshops that explore people's disabilities	Whole school community aware of issues relating to access & disability	All staff and pupils	Annually	School community will benefit by developing a greater understanding of living with a disability

Improve and maintain access to the physical environment – Appendix B

Target	Strategy	Outcome	Responsibility	Time- frame	Achievement
Maintain good physical access to school - e.g. flat level surfaces, easy access through main door etc.	Automatic doors at main entrance Regular checks made on the building and maintenance Improvements noted in premises action plan Ensure corridors are kept clear of furniture to allow wheelchair around the school Maintain easy access to Disabled toilet	The school will increase and then continue to be easily accessible to pupils, staff, parents and visitors	Premises governors committee/ School Business Manager	On-going	Welcoming accessible environment
Ensure that equipment is regularly maintained and usable.	Any specialist equipment is regularly serviced by appropriate engineers.	Equipment will be safe to use.	Inclusion Team/ School Business Manager	On-going	Increase access to learning
Ensure that appropriate equipment is available for pupils with disability.	Specialist equipment will be purchased under the advice of other professionals for pupils with disability.	A range of writing equipment to cater for those children with fine motor control difficulties or visual impairment. Labels and posters, wherever possible, reflect the language and diversity in the school. Technologies, including computers, are all used to communicate. Appropriate PE equipment will be available e.g. balls with bells for Visually impaired pupils.	Inclusion coordinator	On-going	Increase access to learning
Everyone can safely evacuate the building in case of an emergency	Children and staff with physical disabilities have personal evacuation plans.	The school is evacuated in under 2 minutes	Inclusion Team, Fire Warden, Headteacher	Ongoing	Complete evacuation when needed

Improve the delivery of information to pupils with a disability – **Appendix C**

Target		Outcome	Responsibility	Time-frame	Achievement
Availability of written material in alternative formats when specifically requested.	<p>The school will make itself aware of the services available for converting written information into alternative formats.</p> <p>Using larger print if this helps children with reading difficulties.</p> <p>Coloured overlays will be used by children where appropriate</p> <p>Use dyslexia friendly fonts, e.g. comic sans/dyslexie font.</p> <p>Worksheets for children and letters for parents will be provided on coloured paper if this makes them more accessible due to a specific literacy need</p>	The school will be able to provide written information in different formats when requested for individual purposes.	Inclusion team/office staff	As needed to match individual needs	Delivery of information to disabled/additional needs pupils and parents improved.
Make available school brochures, school newsletters and other information for parents in alternative formats when requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Inclusion team/office staff	As needed to match individual needs	Delivery of school information to parents and the local community improved