



St Mary's CE Primary School



ACCESSIBILITY PLAN 2018 - 2020

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. St Mary's Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 the Disability Discrimination Act. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to 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 time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality Policy. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.
8. The School's complaints procedure covers the Accessibility Plan.

9. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Section 1

IMPROVING THE PHYSICAL ACCESS

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of access issues</p>	a) to create access plans for individual disabled children as part of the IEP process.	As required	SENCO / class teacher / IDSS	No physically disabled pupils on role (Sept 18) IEP's would be in place for disabled pupils, and all staff would be aware of pupils' needs. SENCO provision map is updated with all relevant information
	b) to ensure staff and governors can access areas of school used meetings		Headteacher	All staff & governors are confident that their needs are met.
	c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing process	Headteacher	Continuously monitored to ensure any new needs arising are met.
	d) circulate information to relevant staff on Access to Work scheme	In place Autumn term 2018		Parents have full access to all areas of school .
	e) Staff to share provision map information with volunteers and	Care plans to be in place as and when	Headteacher / H&S	Access to Work Information in Staff Handbook and on staffroom notice board. Volunteers are aware of needs of SEN children at all times

	support staff to ensure continuity of care for the children	needed	committee SENCO	
Ensure everyone has access to reception area	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) check the outer door is wide enough for a wheelchair</p> <p>c) provision of appropriate seating</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>Spring term 2019</p> <p>Seating in place Sept 2018</p>	<p>Site Supervisor / Health & Safety Committee/ HT</p> <p>H&S Committee</p> <p>Headteacher/H&S Comm</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can sit down if waiting for reception.</p>
Maintain safe access for visually impaired people	<p>Check condition of yellow paint on step edges regularly</p> <p>Check exterior lighting is working on a regular basis</p> <p>Put black/yellow hazard tape on poles at end of play equipment to</p>	<p>Ongoing checks</p> <p>Feb 2019</p>	<p>Site Supervisor / Health & Safety Committee</p> <p>SENCO/Site Supervisor</p>	<p>Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Lights fitted near front and back door.</p> <p>Child knows where</p>

	help visually impaired child			equipment ends
Ensure all disabled people can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the individual child's information.</p>	Spring term 2019	<p>SENCO</p> <p>Headteacher to remind staff</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily</p>
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from IDSS on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

Section 2

ACCESS TO THE CURRICULUM

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of provision map for disabled children when appropriate. Share information with all agencies involved with each child	In place October 2015	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Spring term 2019	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Spring term 2019	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in	Discuss with Out of school Club staff, and people running other clubs after	As required	SENCO	Disabled children feel able to participate equally in out

lunchtime and after school activities	school. Support would have to be available – especially after school.			of school activities.
Develop links with a special school	Work towards Identifying a local school and consider sharing INSET opportunities. Existing link with Tor View and Pendle Community High School	Summer term 2019	SENCO / Headteacher	Increased understanding of the opportunities available to the children

Section 3

ACCESS TO INFORMATION

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a welcome sign in reception – need to decide which languages to use.	Summer term 2018	<u>Cidari</u> Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages SEN information report to include a video to demonstrate what is available.	Annually End of Autumn 2018/19	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all