



**Accessibility Policy and Plan
August 2017 – August 2018**

Introduction:

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

The purpose of this plan is to show that St.Mary's are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, social, sensory, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of greater awareness, tolerance and inclusion.

St Mary's School plans, over time, to ensure the accessibility of provision of all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated/ reviewed annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist features as necessary. This includes 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. St Mary's will ensure that pupils with a disability are as equally prepared for life as all other pupils; failing to do this is in breach of the Equality Act (2010). This covers reaching 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 pupils 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.

The action plan for physical accessibility is drawn up from the access audit of the school which is undertaken by the School Business Manager and SENCo on a regular basis. It may not be feasible to undertake some of the works during the life of each accessibility plan (three years), therefore some items may roll forward into subsequent plans. The audit will 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. The School's complaints procedure covers the Accessibility Plan.

Section 2: 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	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Use of PIVATs throughout school to provide accurate assessment and targets for children working significantly below expectations.</p> <p>All staff have Autism Education trust training up to level 2.</p> <p>School works closely with speech and language therapists to provide support for children and staff around significant</p>	Teachers will consistently use PIVATs (5) across school to ensure accurate assessment of SEND children's progress.	<p>SENCo to continue to provide ongoing support for staff in using PIVATs</p> <p>SENCo to work with staff to ensure accurate assessment/moderation of assessments of SEND children</p>	SENCo	<p>Ongoing support especially during assessment weeks.</p> <p>As necessary-dependent on need of pupils, new staff etc.</p>	All staff using PIVATs consistently to track progress of children with SEND and significantly below expectations.

<p>speech and language difficulties.</p> <p>'Stay and Play' sessions in Early Years to familiarize children with the environment and allow information sharing.</p> <p>Staff attend transition meetings from and to other settings and between year groups</p> <p>School works very closely with a number of specialist services: Hearing Impairment Service; Physical Impairment Service; Child Development Service; Healthy Young Minds (formally CAMHS); Occupational Therapist and Speech and Language Therapy.</p> <p>Increased collaboration with specialist teacher to allow class teachers to develop skills and strategies to adapt their teaching for individuals, thus making it more accessible to all (rather than relying on extra interventions). The class teacher as the ultimate agent</p>					
	<p>Staff will be confident to move and handle children as appropriate.</p> <p>Staff will be familiar with alternative technologies for those SEND children who have difficulty communicating verbally or due to poor motor skills.</p>	<p>SENCo to access physical impairment team as appropriate.</p> <p>One Page Profiles to be used for children with SEND.</p> <p>All staff to continue to use person-centered approaches when meeting with parents.</p> <p>Administration of Medication policy</p>			<p>Staff will be aware of what works and doesn't work for these children.</p>
	<p>Staff will continue to embed person-centered approaches when working with children and their families.</p>	<p>updated as necessary.</p> <p>Sickle Cell training Autumn 2017.</p> <p>Use of SEN link teacher support to provide staff 'surgeries' – SENCo to book in dates.</p>		<p>Termly surgeries.</p>	
	<p>Staff will have up to date training in line with best practice for administering medication/ school will</p>	<p>Learning Environment Walk with specialist teacher and SEND</p>		<p>Termly update of SEND</p>	<p>Staff will be able to support the SEND children in their care to the best of their</p>

	<p>of change is a view that St. Mary's fully subscribes to; altering and adapting practices to ensure all children can succeed is at the heart of what school is about – each child becoming. This is a model which other schools are now beginning to adopt.</p>	<p>have up to date administering medication policy.</p> <p>Teachers will be increasingly aware of high-incidence needs and cater for children with SEND.</p>	<p>Governor (Oct'17)</p> <p>Dyslexia friendly refresh to be organised for Spring/Summer term.</p> <p>Maintain up-to-date information about the number of children with disabilities in school.</p> <p>SENCo and SLT to ensure they access/organise training in accordance with regular audits of pupil/staff needs.</p>		<p>register of need.</p> <p>Yearly audit of staff needs.</p>	<p>ability.</p>
<p>Improve and maintain access to the physical environment</p>	<p>Grab rails in place to aid movement around school.</p> <p>External ramps in place with suitable handrails.</p> <p>Disabled toilets in EYFS/KS1 and KS2 departments.</p> <p>Classroom displays/resources are dyslexia friendly</p>	<p>SLT/staff will continue to enhance the environment to meet the needs of all pupils and ensure access to all parts of education offered at St.Mary's</p> <p>Classrooms will promote the active participation and</p>	<p>SLT/Caretaker to ensure regular health and safety audits where development are identified and any minor building works are incorporated into school financial planning.</p> <p>Learning Environment Walk with specialist teacher and SEND Governor (Oct'17)</p>		<p>Termly audits.</p> <p>Ongoing as necessary</p>	<p>Children and adults with SEND including those with visual impairments will be able to manoeuvre their way around school with ease.</p>

		<p>independence of all pupils.</p> <p>Lighting in classrooms will be adequate and not hinder/distract children.</p>	<p>Member of VI/PI teams to review layout of furniture and equipment in individual classes as necessary- SENCo to liaise.</p> <p>Lighting to be reviewed in Health and Safety audits.</p>			
<p>Improve the accessibility and delivery of written information to pupils and parents.</p>	<p>Visual screening completed on a regular basis – children provided with coloured overlay as necessary</p> <p>SENCo maintains up-to-date information on pupils needs for the provision of information in alternative formats and ensures this is shared amongst staff.</p> <p>Use of pictures/symbols/objects to provide information to children /allow children to communicate as necessary.</p>	<p>Disabled pupils will be provided with information within a reasonable time frame.</p> <p>Staff will be knowledgeable about the requirement to provide alternative information as requested.</p>	<p>SENCo to seek specialist advice and support in those cases which are beyond the school's immediate expertise.</p> <p>SENCo to raise awareness about requirements to provide alternative formats.</p> <p>SENCo to share examples of good practice among staff.</p>		<p>Ongoing as appropriate</p>	<p>All children will be able to evidence their knowledge and understanding and therefore their learning, even if it is not in the conventional format..</p> <p>Children with poor fine motor skills will have resources to support their need and allow them to write it to the best of</p>

	<p>Teachers offer alternative means of providing feedback, including parents' evening appointments, to parents with SEND or medical conditions which prevents them from coming into school to see the teacher. This could be via telephone, e-mail, Class Dojo or any other system that is reasonable for teachers to provide.</p>					<p>their ability.</p> <p>Parents will be kept up to date with how their child is performing in school. All parents will have the opportunity to communicate with the class teacher, regardless of any SEND.</p>
--	--	--	--	--	--	---

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				