



St. Mary's RC Primary School, Clive Road, Failsworth, Manchester. M35 0NW

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"Called to love as God loves"

Accessibility policy and plan June 2019 – June 2022

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.

We 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.

Aims	Current Good Practice	Objectives	Actions to be taken	Date to complete actions
<p>Increase access to the curriculum for pupils with SEND.</p> <p>High expectations for all pupils including those with SEND, in order to build a strong foundation for life in the areas of spiritual, social, academic, physical and creative opportunities.</p>	<p>Use of PIVATs throughout school to provide accurate assessment and outcomes for children working significantly below expectations.</p> <p>Many staff have Autism Education training up to level 2.</p> <p>School works closely with speech and language therapists. 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</p>	<p>The School will maintain:</p> <p>Regular meetings of SEN teachers /Professionals and class teachers to share best practice.</p> <p>A commitment to staff to attend relevant training to support any pupil with a disability.</p> <p>Access will be provided for specialist help to occur which is reasonable and practicable.</p> <p>Teachers are increasingly aware of high-incidence needs and cater for children with disabilities.</p>	<p>SENCo to continue to provide ongoing support for staff.</p> <p>SENCo to work with staff to ensure accurate assessment/moderation of assessments.</p> <p>Maintain up-to-date information about the number of children with disabilities in school.</p> <p>SENCO and Business Manager to ensure they access/organise training in accordance with regular audits of pupil/staff needs.</p> <p>Use of SEN link teacher</p>	<p>Ongoing work with staff particularly during assessment weeks.</p> <p>Termly surgeries with outside agency specialists.</p> <p>Termly update of register of need.</p> <p>Termly SEND pupil progress meetings.</p> <p>Yearly audit of staff training needs.</p>

	<p>Therapist and Speech and Language Therapy. 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 of change is a view that St. Mary's fully subscribes to; altering and adapting practices to ensure all children can succeed .</p>		<p>support to provide staff 'surgeries' – SENCo to book in dates.</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. Disabled toilets in EYFS and KS2 departments. Classroom displays/resources are dyslexia friendly</p>	<p>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. Classrooms promote the active participation and independence of all</p>	<p>SLT to ensure regular health and safety audits where development are identified and any minor building works are incorporated into school financial planning.</p> <p>Member of VI/PI teams to review layout of</p>	<p>Termly audits.</p> <p>Organise meetings and assessments by VI/PI team as appropriate.</p>

		<p>pupils. The School will, in its regular fire safety risk assessment, update any evacuation procedures. It will also consider whether a particular disability might compromise safety in event of a fire.</p> <p>Any new building will be constructed to be fully accessible to the disabled.</p> <p>All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the need of such pupils in a better way than the existing equipment it replaces.</p>	<p>furniture and equipment in individual classes as necessary – SENCo to liase.</p> <p>SENCo to seek specialist advice and support in those cases which are beyond the school's immediate expertise.</p>	
<p>Improve the delivery of written information to pupils.</p>	<p>Visual screening completed on a regular basis – children provided with coloured</p>	<p>For documents to be provided to prospective parents/guardians who have a</p>	<p>SENCo to seek specialist advice and support in those cases which are</p>	

<p>Foster a successful home/school partnership</p>	<p>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>son/daughter/ward with a disability, in a relevant form which meets that need, if so requested and it is reasonable to do so.</p> <p>All school documents will be available in large print format if requested</p> <p>To continue to provide INSET training for staff in order to support them in better communication with pupils with SEN or disabilities.</p> <p>The School will continue to plan/invest in classroom technology to better facilitate communication to pupils with SEN and disabilities.</p>	<p>beyond the school's immediate expertise.</p> <p>SENCo to raise awareness about requirements to provide information in alternative formats.</p> <p>SENCo to collect and share examples of good practice among staff.</p>	<p>SENCo alongside teaching staff to organise termly Person Centred Reviews (PCR) for all SEND pupils.</p> <p>Parents/carers to be invited to termly PCR.</p> <p>Annual parent/pupil questionnaires.</p> <p>Regular updates of SEND pages on school website. (At least termly)</p>
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