



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

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"Called to love as God loves"

St Mary's RC Primary School – Accessibility Policy September 2022

Version	Date	Amended by	Recipients	Purpose
2	February 2018	SENCO	All Staff	Update
2	November 2022 FGB Meeting	No Amendments	Governors Website	Reviewed at FGB Meeting – No Amendments

This document requires approval by governors

Name	Position	Date Approved	Version
Mr Mike Aston	Safeguarding Governor	16 th November 2022 FGB Meeting	2

Distribution

This document has been distributed to:

Name	Position	Date	Version
	All Staff	November 2022	2
	Governors	November 2022	2
	School Website	November 2022	2

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 effect of the law is that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.' According to the Equality Act of 2010, a person has a disability if:

- a. He or she has a physical or mental impairment
and
- b. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

St Mary's is 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 and maintain 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 SENDCo 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>High quality teaching and reasonable adjustments made across the curriculum to allow for a variety of approaches and outcomes.</p> <p>Use of PIVATs throughout school to provide accurate assessment and outcomes for children working significantly below expectations.</p> <p>School works closely with speech and language therapists.</p> <p>School works very closely with a number of specialist services:</p> <ul style="list-style-type: none"> Hearing Impairment Service; 	<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>SENDCo to continue to provide ongoing support for staff.</p> <p>SENDCo 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>SENDCO and Business Manager to ensure they access/organise training in accordance with regular audits of pupil/staff needs.</p>	<p>Ongoing work with staff particularly during assessment weeks.</p> <p>Termly surgeries with outside agency specialists. (QUEST)</p> <p>Termly update of register of need.</p> <p>Termly SEND pupil progress meetings.</p> <p>Yearly audit of staff training needs.</p>

	<ul style="list-style-type: none"> • Physical Impairment Service; • Child Development Service; • CAHMS • Occupational Therapist • Speech and Language Therapy. <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.</p> <p>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>		Use of SEN link teacher support to provide staff 'surgeries' – SENDCo to book in dates.	
Improve and maintain access to the physical environment.	<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 and KS2 departments.</p> <p>Personal evacuation plans are in place for those children who need it.</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.</p> <p>Classrooms promote the active participation and independence of all pupils.</p> <p>The School will, in its regular fire safety risk assessment, update any</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 furniture and equipment in individual classes as</p>	<p>Termly audits.</p> <p>Organise meetings and assessments by VI/PI team as appropriate.</p>

	<p>Hearing loops and radio aids used in classrooms on a daily basis where appropriate.</p>	<p>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>necessary – SENDCo to liaise.</p> <p>SENDCo 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>Foster a successful home/school partnership</p>	<p>Visual screening completed on a regular basis – children provided with coloured overlay as necessary.</p> <p>SENDCo 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>For documents to be provided to prospective parents/carers who have a 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>SENDCo to seek specialist advice and support in those cases which are beyond the school's immediate expertise.</p> <p>SENDCo to raise awareness about requirements to provide information in alternative formats.</p>	<p>SENDCo 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>Use of pictures/symbols/objects to provide information to children/allow children to communicate as necessary.</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>SENDCo to collect and share examples of good practice among staff.</p>	<p>Regular updates of SEND pages on school website.</p>
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