



***ST. MARY'S  
ISLAND***

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*Church of England (Aided)  
Primary School*

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**Accessibility Plan 2016-19**

**Date adopted:** *December 2016*

**Date for next review:** *December 2019*

**Committee/Person responsible for this document:** *Governing Body*

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher and the governing body.

## 4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication

- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## 5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Access to the curriculum</b>				
<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evaluation/Impact</b>
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Carefully differentiated tasks are planned for lessons and homework.</p>	Ongoing.	<p>SLT</p> <p>Class teachers</p> <p>Teaching assistants.</p>	<p>Staff prepared and informed about how best to meet individual needs.</p> <p>All children are engaged and included in learning.</p> <p>People with disabilities are seen in a positive light.</p> <p>The children are educated with regards to equality and how to manage disability.</p>
	<p>Specialist aids /equipment/physical Aids are made available (in conjunction with medical professionals where appropriate).</p> <p>Reasonable adjustments to the physical environment for some children e.g. position and height of pegs, table and chair height, use of writing slopes, sit and move cushions, sensory supports.</p>	Ongoing.	<p>Inclusion Manager in liaison with Health professionals</p>	<p>Pupils are able to access education.</p>

<p>Consider and carefully plan for transition for any pupils with SEND from YR to KS1, KS1 to KS2, and KS2 to secondary schools.</p>	<p>Consideration of available rooms which need to be changes to maintain inclusive practices (use of Oasis, small teaching rooms).  Clear plan which will show: who is informed when any changes; adequate time is given to making any necessary changes to locations (including any refurbishments which will be necessary).  Close liaison and information sharing within school for children as they move through the school and with their next setting.</p>	<p>Ongoing.</p>	<p>Headteacher;  SENCo,  Governors,  Advice from external professionals as necessary.</p> <p>SENCO; class teachers.</p>	<p>Children who join St Mary's Island CEA Primary School with SEND or who may during their time at school develop SEND, are able to stay until Year 6.  Transition points are managed smoothly with as little distress to the pupil as possible.</p>
<p>Trips and Visits – all school trips (including residential trips where possible) need to be accessible to all pupils.</p>	<p>Staff to plan trips/visits which will be accessible for their whole year group.  Seek advice from health professionals before commencing residential trips.  Risk assessment as necessary.</p>	<p>Ongoing.</p>	<p>Headteacher;  SENCO; Key Stage Lead;  Class teacher;  Educational Visits Coord.</p>	<p>Special Needs Coordinator Children with SEND are not excluded from activities.</p>
<p>Access to during/after school clubs.</p>	<p>Ensure disabled pupils can take part in during/after school activities.</p>	<p>Ongoing.</p>	<p>SENCO;  PE Lead;  Club leaders/outside agencies providing clubs.</p>	<p>Children with SEND are able to join school clubs if they wish.</p>
<p>Ensure that the medical needs of all pupils are fully met within the capabilities of the school.</p>	<p>Health Care Plans in place for pupils with medical conditions.</p>		<p>SENCO.</p>	<p>Plans reviewed annually or as needed.  Communication systems ensure all staff aware of pupil needs.  Pupils with medical needs able to access education with reasonable adjustments.</p>

<b>Access to the physical environment</b>				
<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evaluation/Impact</b>
Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required. This includes: Lift. Corridor width. Corridors kept clear from obstructions. Disabled parking bays. Disabled toilets and changing facilities. Library shelves at wheelchair-accessible height. EVAC Chair.	Ongoing as per project.	Site manager.	All changes to the premises reflect the needs of disabled users.
To be aware of the access needs of disabled children, staff, governors and parents/carers.	To create Risk Assessments/Personal Evacuation Plans for individual disabled children or children with temporary disability.  To ensure parents, staff, visitors and governors can access key areas of the school e.g. Those used for meetings, ask for feedback with regards to any problems with access to any areas of the school – ask for feedback from parents of children with disabilities and from parents with disabilities.	As required.	Headteacher; SENCO; Site manager.	Individual plans are in place for disabled pupils and all necessary persons are aware of pupils' needs. Parents/staff/visitors/governors continue to have full access to all areas of school.
Possibility of e.g. shrubs obstructing pathway or interfering with wheelchair access.	Site manager to monitor regularly and ensure removal of obstructions to footpaths.  Liaise with parents to help identify any pathways around the school that are difficult to access.	Annual check.	Site manager.	Footpaths/gateways etc. are kept clear and there are no obstructions for disabled users.

<p>Everyone has access to school via the front door - especially for access during the school day when the gates are closed/ locked.</p>	<p>School floor is level with paths leading to external walkways around the island.  Push buttons for entry into school (front doors and gates) are at accessible level.  All external doors access points are level with exterior.  Any building alterations to maintain access for all.</p>	<p>Ongoing as per project.</p>	<p>Headteacher;  Site manager.</p>	<p>Disabled users can access/exit the school via the front door easily, during the school day e.g. if leaving to go to an external appointment.</p>
<p>Arrangements are made to ensure that children with broken limbs/injuries are appropriately supported.</p>	<p>Risk Assessments with adaptations as appropriate</p>	<p>Ongoing.</p>	<p>Site manager;  SENCO.</p>	<p>Risk assessments undertaken in conjunction with parents on return to school. Adjustments made e.g. use of laptop, inside play with a buddy.</p>

<b>Access to information</b>				
<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evaluation/Impact</b>
<p>Improve the delivery of information to pupils with a disability.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Font size/ type set</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Hire of interpreters/sign language where appropriate.</li> <li>• Visibility of information and signage on display in school.</li> </ul> <p>Regular assessment of needs.</p>	<p>Ongoing.</p>	<p>Class teachers; Site manager; SENCO.</p>	<p>Partially sighted/hearing impaired stakeholders have access to correspondence.</p> <p>Visually impaired stakeholders can access information displayed around the school (including signage).</p>
<p>To ensure that all parents can access information and are participants in their child's learning.</p>	<p>School Website. Newsletters – electronic and available in hard copies from the school reception as requested. Parent Mail – text messaging. Parent Consultations. Pupil Reports. SEN information Report and links to supports for parents. Additional meetings for parents of pupils with SEND. Parents invited to class assemblies.</p>	<p>Ongoing.</p>	<p>Class Teachers; SLT; Governors.</p>	<p>Parents are engaged with school and have greater understanding of teaching and learning.</p>



