



Accessibility Policy and Plan 2017-20

School Mission Statement

Based upon our belief of Jesus Christ as the Son of God and Saviour of the World, we will give all children a positive experience of Christianity and learning, whilst retaining a respect for other faiths. We will promote the spiritual, moral, cultural, mental and physical development of all pupils, within a caring, loving, stimulating and nurturing environment, which is firmly based upon Christian values. All children will receive a wealth of high quality educational experiences through the positive involvement of school, home and St. Mary's Church.

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 CE 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. 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.

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. 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.

ST MARYS CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2017-2020

Improving the Physical Access at St Marys CE Primary School

An environmental and accessibility audit was carried out by the Headteacher and SENDCo and a number of recommendations made:

If a pupil with a disability is given a place at St Mary's CE Primary School any reasonable adaptation will be considered to accommodate a pupil's needs.

Item	Activity	Timescale	Cost (£)
Lighting and trip hazards around each classroom	Leave lights on in areas with no/insufficient natural light. Hang up jumpers, coats and bags on pegs.	Ongoing	N/A

Improving the Curriculum Access at St Mary's CE Primary School

Target	Strategy	Outcome	Responsibility	Timeframe	Achievement
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	All staff SENDCo	Each September	All school activities are accessible to SEND pupils.
Ensure staff working with pupils with an EHCP have access to relevant training, support and guidance	Identify appropriate CPD for appropriate members of staff.	Children with identified needs will meet their targets due to support of well-trained staff.	SENDCo	September 2017 onwards	Members of staff will be suitably trained. Pupils achieve their targets.
All out of school activities are planned to ensure, where reasonable, the participation of the whole range	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all	EVC and SLT	On-going	All out of school activities are accessible to all SEND pupils.

of pupils.		current and future legislative requirements.			
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in an individual class basis.	Lessons start promptly without the need to make adjustments to accommodate the needs of individual pupils.	Teaching staff and SLT	Each September	All pupils have access to a broad and balanced National Curriculum

Policy Updated by N Gurman – October 2018

Review date – October 2020