



Work, play, pray - together

St. Mary's RC Primary School

Accessibility Policy

Approved: Sept 2014

Review date: Sept 2016

St. Mary's R.C. Primary School is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children, irrespective of special need or disability.

This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This Plan operates alongside our SEND Policy and is consistent with it in terms of principles and approaches to resourcing.

Definition of Disability

The Equality Act (2010) states that a person has a disability if:

- They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children.

Contextual Information

St. Mary's R.C. Primary School is a two storey building with a detached nursery provision on site. The school was built in 1962 and has undergone a number of internal and external alterations since that time in order to make it DDA (Disability Discrimination Act - 1995) and EA (Equality Act – 2010) compliant. The school is actively improving accessibility for children and visitors, an area carefully considered when building schemes are considered and completed (e.g. nursery extension and refurbishment – 2010). All but four teaching areas in the main school building are now fully accessible.

St. Mary's external areas, which form sports/play areas, roadways, footpaths and car park are all accessible to those with disabilities and there is a disabled car parking bay. The majority of school entrances have ramp access and there are accessible toilets housed both in the main school and nursery buildings. We provide all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of children.
- Overcoming potential barriers to learning and assessment for individuals and groups of children.

St. Mary's R.C. Primary School recognises its duty under the Equality Act (2010)

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an education provider to treat a disabled child unfavourably. We commit to taking all reasonable steps to avoid putting disabled children at a substantial disadvantage (the 'reasonable adjustment' duty).

The governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Accessibility Plan

This Plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of St. Mary's R.C. Primary School for the purpose of increasing the extent to which disabled children are able to take advantage of education and associated services. We aim to meet the needs of children currently on roll and prospective pupils.
2. Ensuring that the curriculum is differentiated, to meet the learning needs of children with SEN and disabilities, and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, to SEN and disabled children. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum.
3. Ensuring that appropriate support is given to all pupils with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals.

Management

Accessibility action planning forms part of the school's annual development planning. It will be updated to take account of improvements made, future resource availability and changing needs in the target areas. Accessibility action planning aims:

- To review the school's policies, procedures and facilities when they are likely to affect both current and prospective children who are disabled.
- To make decisions with a view to improving the accessibility of education in its many aspects, for current and prospective children with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review the school's Accessibility Action Plan.
- To continue to review the school's SEND Policy.

Monitoring

Monitoring is essential to ensure that children with SEN and disabilities are fully able to access the curriculum. We will monitor the following:

- Admissions
- Attainment
- Achievement
- Attendance
- Rewards and Sanctions

Teaching and Learning Support

As set out in the SEND Policy, St. Mary's R.C. Primary School has:

- Qualified teaching and Learning Support staff who are equipped to deal with a range of learning difficulties experienced by children. These children can, with support and a range of strategies, access our curriculum.
- Qualified teaching and Learning Support staff who are equipped to deal with a range of disabilities experienced by children. These children can, with support and a range of strategies, access our curriculum.

St. Mary's R.C. Primary School has procedures for dealing with accessibility in advance of a child's arrival or, in the case of the emergence of a disability during a child's time at our school, as soon as is reasonably possible, by considering and making available:

- Appropriately modified resources and materials
- Appropriately modified teaching approaches
- The use of ICT aids where appropriate
- Personalised learning provision and support.

Other related school Policies

Equality for disabled children is included as an explicit aim in all of our policies and this Accessibility Plan is supported by the following documents:

- Equal Opportunities Policy
- Disability Equality Scheme
- Teaching and Learning Policy
- Administration of Medicines Policy
- Admissions Policy
- Behaviour for Learning Policy
- Safeguarding and Child Protection Policies
- School Improvement Plan
- Policy for school visits and excursions
- SEND Policy
- SEN Information