



St Mary's and St Peter's CE Primary School

Accessibility Plan

Date:	18-Mar-19	Review Date:	Autumn 2019
--------------	-----------	---------------------	-------------

We welcome our responsibilities under the 2010 Equality Act to promote equality of opportunity between disabled and non-disabled people. All schools have a duty to make 'reasonable adjustments' for those with a disability. We believe a disabled person is someone who has either a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. The aim of this plan is to improve the outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

School Ethos, Vision and Values

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's accessibility plan as it will allow them to take full benefit of the opportunities that this school offers.

Procedure

The following strategy was originally devised by a working group to fully integrate disabled people into this school. It has been updated for 2018.

Needs Analysis	<p>SMSP has undertaken a needs analysis and identified the following points about the school building plus other issues that were taken into account:</p> <ul style="list-style-type: none">▪ Any new school building work requires clear routes during build▪ Some children will need extra mobility training.▪ The impact of any new buildings, or changes in systems (e.g. fire alarms or lock down and evacuation procedures and testing these) on children with SEND will need careful consideration, with potential adjustments to outcomes on their termly SEN support plans.▪ Individual risk assessments required for specific children for changes in classroom/accessing all school events, trips and visits (e.g. modes of transport)
-----------------------	--



St Mary's and St Peter's CE Primary School

	<ul style="list-style-type: none"> ▪ Continue to deploy well-qualified support staff effectively
<p>School Curriculum</p>	<p>SMSP has identified the following that will increase the extent to which disabled pupils can fully participate in curriculum that the school provides:</p> <ul style="list-style-type: none"> ▪ Clear identification of learning needs through well targeted SEN support plans. ▪ Chosen topic areas, over time, and led by those with curriculum responsibility within school. ▪ Continuing to have high expectations of all children; consideration of pupil groupings; use of support staff; effective formative assessment practices ▪ Draw on advice and training from speech and language, OT and educational psychology external expertise ▪ Appropriate adaptations to the learning environment e.g. Soundfield System. ▪ Developing whole school understanding of disability ▪ Adapted resources- tactile, sensory etc. ▪ Improving IT access e.g. laptops/iPads in classrooms ▪ Using peer mentoring and teacher mentoring
<p>Physical Environment</p>	<p>SMSP identified the following improvements to the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers:</p> <ul style="list-style-type: none"> ▪ Ramps/lift included to facilitate access into the building and to the first floor. ▪ Disabled toilets (child and adult)/shower facility included. ▪ Specific furniture provided as needed for specific children to improve access. ▪ Improvements to lighting, signage, colour contrast, floor/wall coverings (e.g. acoustics) ▪ Vestibule to protect front office/Reception area <p>These are either in plan or in most cases were completed at the rebuild stage.</p>



St Mary's and St Peter's CE Primary School

<p>Written Information</p>	<p>SMSP has identified the following improvements to communicating written information to disabled people:</p> <ul style="list-style-type: none"> ▪ Braille communications with VI children, as needed. ▪ Large print. ▪ Simplified language ▪ Adapted layouts, spacing, colour, font as needed ▪ Makaton ▪ Audio, video, symbol systems
<p>Promoting Understanding</p>	<p>SMSP will help pupils in school to recognise, understand and learn how to treat people with disabilities by:</p> <ul style="list-style-type: none"> ▪ referring to different kinds of disabilities ▪ visualizing what it might feel like to be disabled ▪ supporting and interacting with disabled people ▪ valuing difference/diversity ▪ remaining open-minded and seeking and being receptive to views of those with disability
<p>Links with Parents</p>	<p>SMSP believes it has in place good lines of communication namely:</p> <ul style="list-style-type: none"> ▪ newsletters ▪ weekly information letters ▪ school website ▪ annual pupil reports ▪ termly parent-teacher consultations ▪ curriculum evenings ▪ PTA events ▪ Annual Reviews for EHCP pupils ▪ Termly reviews of SEN Support Plans for all SEN register children
<p>Extra Curricular Activities</p>	<p>SMSP has identified the following improvements to our programme of extra-curricular activities that will be to the benefit of our disabled pupils:</p> <ul style="list-style-type: none"> ▪ Tracking of children with AEN/SEN in clubs ▪ Targeting clubs for children where appropriate
<p>Extended Schools Provision</p>	<p>SMSP has identified the following improvements to our provision of courses for adults and families who have particular needs in the community:</p> <ul style="list-style-type: none"> ▪ Lettings policy to include provision for differing learning difficulties



St Mary's and St Peter's CE Primary School

Staff Training	<p>SMSP has regular INSET on issues related to SEND and accessibility e.g.:</p> <ul style="list-style-type: none"> ▪ VI/HI specialists ▪ EP ▪ Speech and language ▪ Pupil reintegration service (attachment) ▪ Working memory
Single Integrated Development Plan	<p>SMSP acknowledges that all priorities of SIDP that relate to the curriculum, personnel or the environment must link with our responsibilities under the Equality Act 2010.</p>
Monitoring	<p>SMSP believes this scheme will be effective only if we ensure consistency across the school by regular monitoring.</p>

Headteacher:		Date:	
Chair of PPC committee :		Date:	