



St Mary's and St Peter's C of E School

Accessibility Plan

We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our school Christian vision of 'Life in all its fullness' applies to all areas of our school. The two great commandments given by Jesus will underwrite the life of our school; they are to 'love God' and to 'love your neighbour as yourself'. It is our aim for both of these instructions to be evident in the whole life of the school, in the relationships between all members of the community; pupils, staff and parents.

St Mary's and St. Peter's school fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils and staff. Our Accessibility Plan is one of a range of documents which set out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children and staff where they feel valued and are respected.

We believe that every member of our school community has the right to receive education or employment in an environment which is free from prejudice.

We believe that the Equality Act 2010 provides a framework to support our commitment to providing a physical environment, curriculum and way of working which supports disabled and non-disabled people.

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.

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

Our school is 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 this plan.

If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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.

Achievement for All

We want all our children to flourish and be successful lifelong learners, confident individuals and responsible citizens who are able to make a positive contribution to society. We will achieve this by providing a broad, rich and exciting curriculum, which is both inclusive and challenging in order to get the best from every child.

We believe that every child should enjoy their education and be happy, healthy and safe at school. We value kindness, respect, collaboration and creativity.

All school members will benefit from our school's accessibility plan.

The role of governors

The governing body has set out its commitment to equal opportunities in the Equal Opportunities policy and it will continue to do all it can to ensure that all members of the school community are treated fairly and equally.

The governing body seeks to ensure that people with disabilities are not discriminated against. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The role of the headteacher

It is the headteacher's role to implement the school's equal opportunities policy and accessibility plan and s/he is supported by the governing body in so doing.

It is the headteacher's role to ensure that all staff are aware of the school policy on equal opportunities and accessibility plan, and that teachers apply these guidelines fairly in all situations.

The role of the class teacher

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class.

The role of Parents

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

Parents are responsible for reporting any concerns they may have about their child being treated unfairly.

Plan

Needs analysis	<p>SMSP has undertaken a needs analysis and identified the following points about the school building.</p> <ul style="list-style-type: none"> • Any building work requires clear routes and signage during works • Some children may need extra mobility training • The impact of any changes in systems due to works, e.g. fire alarms, evacuation procedures, will need careful consideration and testing • Individual risks assessments may be required for specific children for changes in classroom/accessing all school events, trips and visits (e.g. modes of transport) • Support staff need to be deployed effectively
Curriculum	<p>SMSP has identified the following that will increase the extent to which disabled pupils can fully participate in curriculum that the school provides by</p> <ul style="list-style-type: none"> • Clear identification of learning needs through well targeted SEND support plans • High expectations of all children; consideration of pupil groupings; use of support staff; effective formative assessment practices • Differentiating the curriculum • Reviewing the curriculum • Tracking progress for all pupils

	<ul style="list-style-type: none"> • Analysing attainment of different groups to ensure all pupils are achieving • Drawing on advice and training from external agencies and expertise, e.g. speech and language, OT and educational psychologists • Making appropriate adaptations to the learning resources, e.g. colour contrast, reading windows, coloured acetates, slope boards, pencil grips, scissors • Developing whole school understanding of disability • Adapting resources - tactile, sensory etc. • Improving IT access, e.g. laptops/iPads in classrooms • Encouraging peer and teacher mentoring
Staff	<p>SMSP staff ensure all children</p> <ul style="list-style-type: none"> • feel secure and know that their contributions are valued; • appreciate and value the differences they see in others; • take responsibility for their own actions; • are taught in groupings that allow them all to experience success; • have a common curriculum experience that allows • for a range of different learning styles; • have challenging targets that enable them to succeed; • participate fully, regardless of disabilities or medical needs. <p>Teachers modify teaching and learning expectations as appropriate for children with disabilities by</p> <ul style="list-style-type: none"> • giving additional time to complete certain activities • modifying teaching materials • providing opportunities to develop skills in practical aspects of the curriculum; • taking into account their pace of learning and the equipment they use; • taking into account the effort and concentration needed in oral work, or when using, for example, vision aids; • adapting or offering alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials.
Physical Environment	<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, e.g.</p> <ul style="list-style-type: none"> • Ramps/lift included to facilitate access into the building and to the first floor • Access to disabled toilets and changing space • Specific furniture as needed for individual children

	<ul style="list-style-type: none"> • Improvements to lighting, signage, colour contrast, floor/wall coverings (e.g. acoustics) • Books on shelves at an accessible height • Vestibule to protect front office/Reception area
Written Information	<p>SMSP has identified the following improvements to written information for disabled people, e.g.</p> <ul style="list-style-type: none"> • Large print • Simplified language • Adapted layouts, spacing, colour font • Braille communications with VI children • Makaton • Audio, video, symbol systems • Pictorial or symbolic representations
Promoting Understanding	<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 • giving children the opportunity to talk/present to the class about their disability or medical condition if they would like
Communication with Parents	<p>SMSP believes it has in place good lines of communication namely</p> <ul style="list-style-type: none"> • newsletters, letters and emails • school website • annual pupil reports • termly parent-teacher consultations • annual Reviews for EHCP pupils • termly reviews of SEND Support Plans for all SEND register children • curriculum evenings • Friends events • promotion of the Local Offer
Extra-Curricular Activities	<p>SMSP has identified the following improvements to our programme of extra-curricular activities that will be to the benefit of our disabled pupils by</p> <ul style="list-style-type: none"> • tracking children with SEND attending clubs • targeting clubs for children where appropriate • providing appropriate adult support if required • ensuring the lettings policy includes provision for differing learning difficulties
Trips	<p>SMSP has identified the following that will increase the extent to which disabled pupils can fully participate in curriculum that the school provides by</p>

	<ul style="list-style-type: none"> • having the child's needs in mind when deciding on a school trip • discussing 'reasonable' adjustments with parents/carers • providing appropriate adult support if required • carrying out risk assessments • carrying out site visits prior to trips
Staff Training	<p>SMSP has regular INSET on issues related to SEND and accessibility delivered by or about specialist services, e.g.</p> <ul style="list-style-type: none"> • VI/HI specialists • Educational Psychologists • Speech and language therapists • Occupational Therapist • Physio therapists

Monitoring and review

In order to ensure that the work we are doing meets the needs of the whole school community we monitor the effectiveness of the Equality policy and accessibility plan.

This accessibility plan is to be read in conjunction with the Equality and SEND Policies and complies with the Special Educational Needs and Disability Regulations 2014.

Policy Date: March 2021

Review Date: March 2024