



St Mary's Catholic Primary School and Nursery

Accessibility Plan

Three-year period covered by the plan 2020 - 2023

Last updated: February 2020

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Statement of intent

This plan outlines the proposals of the governing board of **St Mary's Catholic Primary School and Nursery** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

Next review date: _____

Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members may not fully know whether the curriculum is accessible or not to pupils with SEND	Audit of curriculum with regards to its accessibility for pupils with SEND – when SLs meet with DHT – drop ins	Headteacher/DHT/teachers/SENCO	Summer 2020	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2020
	Staff members may not have all the skills necessary to support pupils with SEND and the wide and emerging range of needs.	Regular INSET provided to staff members: teachers and TAs Training for teachers on supporting SEND needs in curriculum.	Headteacher/ External advisors/SENCO	Summer 2020	Staff members have the skills to support children with SEND	Autumn <u>2020</u>
Medium term	School trips may not take into account emerging needs of pupils with SEND	Needs of pupils e.g. pupils in YN and Y4 pupil with SEND incorporated into planning process – e.g Y6 residential	Teachers/SENCO	Spring 2020	Planning of school trips takes into account pupils with SEND	Summer <u>2021</u>
Long term	Pupils with SEND may not be able to access different lessons	Taking each child and their needs individually, continually assess and review those needs and make adjustments to pupils with SEND e.g.use of IT room/ resources (Y4 pupil)	Headteacher/ICT Manager/SENCO	Spring 2020 and ongoing	Pupils with SEND can access lessons	Spring 2023

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management may not fully know if the school's physical environment is accessible	Audit of physical environment	Building surveyors/ Resources health and safety inspection group	Spring 2020	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Summer <u>2020</u>
Medium term	Learning environment of staff and pupils with hearing impairment may not be fully accessible	Incorporation of adjustments to meet needs	School business manager	Autumn 2020	Learning environment is accessible to pupils with hearing impairments	Spring <u>2021</u>
	Wheelchair users may not be able to access <i>daily mile</i> track easily	Ensure there is easy access to track when installed	School business manager	Spring 2020	Daily mile track is accessible to wheelchair users.	Spring <u>2021</u>
Long term	Children with physical disabilities may not easily access school buildings – Y1, Y2, Y4 and Y5	Construction work undertaken	School business manager/building contractors	Summer 2022	School building is fully accessible	Autumn <u>2023</u>

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not always know whether school information is accessible or not	Audit of information delivery procedures	SENCO/SBM/SBA	Spring 2020	School is aware of accessibility gaps to its information delivery procedures	Summer <u>2020</u>
	School may not always know how to make all written information accessible	School seeks advice from external advisors	SENCO	Summer 2020	School is aware of local services for converting written information into alternative formats	Autumn <u>2020</u>
Medium term	Written information may not always be accessible to pupils with visual impairments	Research means in which to provide written information in alternative formats can be made available	SENCO/ICT manager	Spring 2021	Written information is fully accessible to children with visual impairments	Summer <u>2023</u>
Long term	School website may not always be accessible to children with SEND depending upon emerging needs.	Audit of website	SBA/ SENCO	Summer 2020	Website is fully accessible	Annually from spring 2021