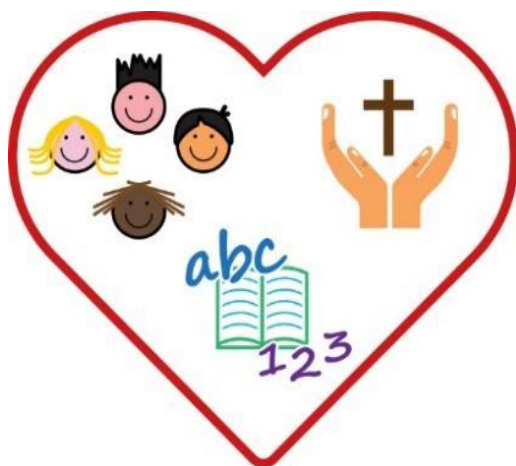


ST. MATTHEW'S C.E. PRIMARY ACADEMY & NURSERY



ACCESSIBILITY PLAN

Reviewed: SPRING 2021
By: L WALTON

Date of next review: Spring 2023

St Matthew's Church of England Primary School and Nursery

Accessibility Plan 2020-2023

Mission Statement:

St. Matthew's C.E. Primary Academy and Nursery is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

Vision Statement:

Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.

We can all '**Be blessed by God, be happy and aspire to be...**'

Purpose of Plan

The purpose of this plan is to show how St Matthew's Academy intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our school
 - recognises and values the young person's knowledge or parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,

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- respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Financial Planning and control

The headteacher, SLT and the Governor's Resources committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Individual plans (e.g. Personal Emergency Evacuation Plans) in place for all disabled users and staff are aware of all pupils' access needs. To ensure that all disabled users can be safely evacuated in the event of an emergency.	Create individual evacuation plans for all disabled users. Inform staff of the needs of the pupils and the details of the evacuation plans. Review these in line with practice evacuations.	SENDCO	short	Spr 2021	July 22: All pupils who need PEEPs have them. They need updating for Sept 22
All members of the school community able to access all school activities.(Unfortunately, currently no disabled access to upper floor of the building)	Create access plans for individual disabled users as part of their provision plan as necessary.	SLT	Short	Spr 2021	July 22: AH now has a stair climber. RB to use main staircase at all times as the back stairs are unsuitable.
To ensure entry to the school site and buildings are accessible for wheelchair users and other disabled users and that there is at least one accessible toilet on site.	Building plans drawn and submitted which create disabled lift, toilets and changing facilities on both floors of school.	HT & Governors	Short	Summer 2021 ongoing	July 22: the plans for disabled lift, toilet and changing facilities have been postponed until possibly th next phase of building works but there are toilets on the ground floor but these are not necessarily wheelchair accessible. Once the work on the entrance is complete, the building will be accessible to wheelchair users.
School staff are fully aware of a child's needs in relation to access when starting in school. Parents are aware of the difficulties presented by the old building & facilities.	Address access needs when children are starting school. Consult parents/carers about access needs when child is admitted to school.	HT SENDCO EYFS lead	Medium	Aut 2021	July 22: Parents are advised on accessibility issues. Funding is also

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					sought from SEND Inclusion if necessary
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Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Enable disabled pupils' curriculum access for children with physical disability, hearing impairment, visual impairment and other medical needs.	Liaise with support agencies to order appropriate equipment e.g. enlarged worksheets, magnifier, support chairs to provide access to tables, seating plan.	SENDCO	short	Spr 2021	July 22: all suitable equipment is requested and checked by relevant services - AH needs his class chair checking by OT, an ipad has been ordered for EH, OT comes in to check on RB, HI visits NT termly, magnifier used for EH and she accesses VI services
Enable all pupils can access the curriculum with specific assistive resources which match their needs.	Audit SEN assistive technologies and other resources and provide list for all staff. Staff trained in sessions on use of SEN assistive technologies. Liaise with OT & specialist teachers.	SENDCO	medium	Spr 2022	July 22: children and staff are using Notes on ipads for talk-to-text support in writing and recording ideas. Laptops are available for AH, RB, SJH and others on request
Children will speech and language delays are supported to access the curriculum and the appropriate vocabulary.	To heighten awareness of all staff of strategies and programs planned to develop early speech and language development planned by speech therapist.	SENDCO	medium	Spr 2022	July 22: Louise provided SaLT training this year to teaching and support staff. Analysis of support work in Y1 and 2 has been given. Individual assessments and summaries have been written. Referrals to NHS SaLT have been made for all identified.
Disabled pupils needs are addressed in Curriculum planning and design. Curriculum policies reflect the needs of disabled pupils.	Include specific reference to disability equality in curriculum development and policy reviews to embed a culture of awareness.	Curriculum Lead Subject leaders	medium	Aut 2021	July 22: Increased awareness and need to support is evident - several staff trained to use stair climber,

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					laptops used, magnifier and any issues dealt with in school promptly
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Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Parents receive in a format which is accessible and is/can be translated where possible	To review information to parents/carers to ensure it is accessible. E.g. a range of languages or use of translator,	SLT	medium	Aut 2021	July 22: translation serviced used and Clasdojo messages can be translated into relevant language, parent identified for translations, Ciprian was a great language ambassador.
School brochure and materials (including school website) are able to be translated and available in large print of needed	To review school brochure (website) and other materials to be fully accessible. Use Class Dojo to communicate with parents/carers to enable the 'translate' facility to be used.	SLT	medium	Spr 2021	July 22: still in progress but can be translated through Google Translate and we can get materials translated if necessary.