**St Matthew’s CEP School**

**Accessibility Policy 2019-2022**

**Our Mission Statement**

*‘St Matthew’s CEP School is dedicated to providing an education which enables every child to fulfil his/her best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment welcoming children drawn from diverse cultures’*

**Accessibility policy and Accessibility Plan**

St Matthew’s School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The SENDCo has regular meetings with parents and outside agencies and will refer children to relevant agencies e.g. OT, physio and take advice from medical professionals. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

**The purpose of the Plan**

The purpose of this plan is to show how St Matthew’s Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. School Governors have a responsibility to ensure that the Accessibility Plan is clear and coherent and that it is implemented, reviewed and that progress is reporting on over a prescribed period of time. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Our School Accessibility Plan relates to the key aspects of

• physical environment

• curriculum and

• written information

**The environment**

The School Accessibility Plan shows how the physical access into the school grounds and school buildings will be improved. This includes access for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable by adding specialist facilities as necessary. Off-site car parking for staff and visitor does not provide disabled parking bays but there are time limited parking bays on New Hall Lane. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

**Good Current Practice**

St Matthew’s School’s building tries to meet the needs of disabled pupils.

• KS1 is located on the ground floor, KS2 up on the first floor. There is a double handrail to support access. There is a ramp in the Reception area. Nursery is accessible and has disabled toilet facilities.

• Most public access is on at ground-floor level – with no steps

• All windows have blinds to reduce glare and all floors are carpeted to reduce noise. There is a film on KS2 windows to reduce heat in summer.

**The curriculum**

The School Accessibility Plan shows how we intend to increase access to the curriculum for pupils with a disability by making appropriate and necessary adaptations to the curriculum to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visit. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum. We implement advice given by specialist teachers and professionals in meeting the needs of children with disabilities.

**Good Current Practice**

At St Matthew’s School, we provide a rich balanced and relevant curriculum to all of our children. The needs of children of different abilities, including those with disabilities, are met through quality first teaching which includes differentiation to meet the needs of different learners. Adult support is provided during lessons and in the form of intervention which could be 1:1 or small group work, depending on the need. We have a Learning Mentor who works with children needing support in managing and developing their own behaviour, and a Family Support Worker who works closely with children and families to help to overcome barriers. Children with additional needs are quickly identified and where appropriate the school SENCo refers to outside agencies. Extra-curricular activities are adapted in order to make them accessible to all children, including those with a disability, and where it is felt that the nature of a club would benefit children with a particular disability, they are actively encouraged to join.

These processes ensure that all children have access to an appropriate curriculum increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.

**Communication** **with the school community**

The School Accessibility plan shows how we intend to improve the delivery of information to pupils, staff, parents and visitors with disabilities. This might include hand-outs, timetables, textbooks, newsletters and other information about the school and school events. It might also include verbal information or reports given to parents on a 1:1 basis. The information should be made available in various preferred formats within a reasonable timeframe.

**Good Current Practice**

As a school we keep parents and carers well-informed of day to day events and give information that is relevant through regular newsletters. Children’s reports which are sent out to inform parents of their child’s performance and progress in school are written in a way that is precise and clear. Other information that is specific to a child might be given verbally. Wherever possible, we strive to provide information or to translate it into the home language of a parent if this is considered necessary. We hold ‘Meet the Teacher’ meetings at the beginning of each academic year and use visual presentations to help parental understanding.

**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.

**What will the Accessibility plan do?**

1. The Accessibility Plan is structured to complement and support the school’s Equality and Diversity Policy and the SEND Policy, both of which can be accessed via our website.

2. St Matthew’s Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3. The St Matthew’s Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to

* Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
* Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
* Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

5. The Accessibility Plan is structured to complement and support a number of the school’s other policies, and should be read in conjunction with the following policies:

 School improvement plan

 Equal opportunities policy

 Curriculum policies

 Behaviour Management Policy

 Curriculum Policy

 Critical Incident Support Plan

 Health & Safety Policy

 Equality Plan

 Special Educational Needs Policy

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

St Matthew’s School has identified the following points for action in order to achieve the key objective:

|  |  |  |  |
| --- | --- | --- | --- |
| **Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.** | | | |
| To liaise with Nursery and Reception staff to ensure a smooth transition.  To ensure smooth transition from KS1 to KS2 and from KS2 to KS3. This also applies to new pupils who transfer to St Matthew’s during the school year. | SENCo, Designated Safeguarding Leader and teachers to meet with relevant staff from any nurseries sending children to our school/nursery.  End of Key Stage teachers.  Y3 teachers.  High School staff in Y7  Schools transferring pupils to/from St Matthew’s | SENCo  DSL  Nursery/Reception class teachers | All class teachers will be aware of children’s needs as they move on from outside nurseries and necessary provision will have been made.  All relevant data and any safeguarding issues to be passed on.  CPOMS records transferred accordingly. |
| School staff to receive training in making the curriculum accessible to all pupils and being aware of the importance of quality first teaching. | During lesson observations there will be a focus on provision for children with SEND.  Training will be provided by SENCo to support teachers in meeting the needs of all children through ‘quality first’ differentiated teaching.  Inclusion Teachers training TAs and teachers. | SENCo  All class teachers  Inclusion Teachers | Through quality first teaching provided by class teachers, the needs of children with SEND will met. |
| The school will continue to seek and follow the advice of the Local Education services, such as specialist teacher advisers and SEN advisers, and also from the appropriate health professionals. | To allocate budget to employ relevant professionals from outside agencies when appropriate e.g. Specialist Teachers, Educational Psychologists, medical specialists. | Head teacher  Finance officer  SENCo | Good quality service provided by outside agencies will be available to all children who need it the impact of this provision will be monitored. |
| To establish close liaison with outside agencies for pupils with on- going health needs. e.g. Children with severe asthma, epilepsy or mobility issues. | When there is a child in school with specific medical needs, relevant training will be sought for the staff directly in contact with the child, and any other for staff whom it is deemed necessary.  A robust Medical Needs Policy which is reviewed regularly alongside a Medical Needs register will ensure that children with medical needs are identified and that their needs are met in school. | SENCo  All staff | Through training provided by relevant medical experts, teachers and other staff will be aware of how to meet the needs of children. |
| To meet the needs of individuals during statutory end of KS2 tests. | During tests, school will ensure that children who need additional support where appropriate have access to this. This could include: a reader, moral support or timetable variations. Additional time and modified tests will be applied for in plenty of time. | Head teacher in liaison with Y6 teachers and SENCo | Children taking tests in school will have access to additional support in line with test procedures and regulations |
|  |  |  |  |
| **Aim 2: to improve communication of information throughout the school community.** | | | |
| To provide parents with written information which is accessible and provide opportunities for support for those parents finding accessing information difficult. | School will provide information and letters in clear print in plain English. The school office will support and help parents to access information and complete school forms. The school website and all documents will be accessible to all. | School office staff  Head-teacher  Class teachers | Parents will be provided with information which is accessible to them and meets their needs. |
| Provide information in other languages for pupils or parents who may have English as an additional language. | Wherever possible, school will provide interpreters to communicate with parents or pupils for whom English is an additional language. This may be done with staff in school who speak other languages, or through the services of a professional interpreter. | SENCo | Parents and pupils with English as an additional language will have opportunities for information to be translated. |

**Policy written by Tracy Young (SENCO) December 2nd 2019**

**Review Date- July 2022**