

# St. Matthew's C of E Primary School Policies

## **Our Policy:** Accessibility Policy & Plan

**Approval Date:** March 2021  
**Review Date:** March 2022

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. At St Matthew's 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.

2. St Matthew's plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to 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 time frame.

5. The Action Plan for physical accessibility relates to the annual Health and Safety Audit. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all

governors' committees will contain an item on "having regard to matters relating to Access".

7. The School Website will make reference to this Accessibility Plan.

8. The School's complaints procedure covers the Accessibility Plan.

9. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

10. The Plan will be monitored by Ofsted as part of their inspection cycle.

11. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

<b>Date of Policy:</b>	<b>March 2021</b>
<b>Date agreed by Governors:</b>	<b>March 2021</b>
<b>Next Review Date:</b>	<b>March 2022</b>

## **St Matthew's C of E Primary School Accessibility Plan 2018**

### **Improving the Physical Access at St Matthew's C of E Primary School**

	<b>Objective</b>	<b>Leadership</b>	<b>Success Criteria</b>	<b>Monitoring/Evaluation</b>
<b>1.</b>	To audit current needs of children and improve physical environment where possible	HT/SENCO/Governing Board to identify current required facilities post new build	School equipped to meet the current needs of children with impairments or disability	HT/GB to evaluate building provision annually.
<b>2.</b>	To provide optimum facilities for children who are VI and/or HI	HT/SENCO to liaise with Sensory Support staff to identify further good practice		HT/SENCO to monitor facilities for VI/HI children
<b>3.</b>	To further develop medical facilities in terms of equipment and practice	HT/SENCO to ensure designated rooms, equipment and practices/delivery are appropriate and meet the children's needs and relevant policy and guidelines	The school meets children's medical needs appropriately	HT/SENCO to monitor and evaluate environments and practices
<b>4.</b>	To ensure school provides parking access for disabled children and their parents	HT/SENCO to raise awareness with staff of this need when necessary	Parents/disabled children are able to access school easily	HT/SENCO to monitor access needs annually
<b>5.</b>	To agree school policy, guidelines for storage of wheelchairs and other large equipment	HT/SENCO to liaise with teaching staff on appropriate storage of wheelchairs in the classroom	Large equipment stored appropriately in classrooms, considering health and safety.	HT/SENCO to monitor school environment

## **St Matthew's C of E Primary School Accessibility Plan 2018**

### **Improving the Curriculum Access at St Matthew's C of E Primary School**

	<b>Objective</b>	<b>Leadership</b>	<b>Success Criteria</b>	<b>Monitoring/Evaluation</b>
<b>1.</b>	To ensure all staff know and recognise their roles and responsibilities under DDA	HT to deliver training to all staff. HT to amend job descriptions.	All staff fully aware of roles and responsibilities	HT/SENCO to monitor practice
<b>2.</b>	To improve access in the new NC and wider curriculum for disabled pupils	Subject leaders to ensure disabled access within the policy. HT/SENCO to audit current practices - planning, IEP', teaching and learning resources. HT to give feedback to teaching staff and subject leaders. DHT to audit extra-curricular provision.	All children's needs are appropriately met in extra-curricular activity	Feedback from sample of children. Progress
<b>3.</b>	To enable teaching staff to meet the needs of children working below NC Level 1	HT/SENCO to organise training on use of P scales	Teaching staff able to meet a wide range of children's needs	SENCO to evaluate progress made by children performing below Level 1
<b>4.</b>	To ensure school has appropriate and adequate resources to meet needs of all disabled children	HT/SENCO to identify specific needs of children through consultation with children, staff and parents.	All appropriate resources in place	Resources used effectively and impact can be measured
<b>5.</b>	To further enhance and promote access for disabled children to educational visits/residential trips and extra-curricular provision	HT/SENCO/DHT to audit current needs. HT/SENCO to ensure policy and guidance is in place for trips. HT/DHT to liaise with staff to improve participation in school clubs etc.	All children able to access all trips. Disabled children are able to participate in extra-curricular activities	HT/DHT to monitor attendance at clubs/take up of school trips
<b>6.</b>	To identify further staff training needs to ensure children's needs are met appropriately	HT/SENCO to audit current needs and levels of training. Identify gaps and address.	Relevant staff fully trained and able to meet children's diverse needs.	HT/SENCO to evaluate audit to meet staff training needs
<b>7.</b>	To ensure whole school has a positive ethos towards children with disabilities	HT/SENCO to identify resources, activities, participation in awareness raising levels.	Parents, visitors see all children fully accepted in school life.	External reports. Parental Feedback. Visitor's Feedback.

## **St Matthew's C of E Primary School Accessibility Plan 2018**

### **Improving the Delivery of Written Information at St Matthew's C of E Primary School**

	<b>Objective</b>	<b>Leadership</b>	<b>Success Criteria</b>	<b>Monitoring/Evaluation</b>
<b>1.</b>	To audit current needs of children and parents regarding the delivery of information	HT/SENCO to talk to children and identified parents about specific needs. Address needs in liaison with teaching and admin staff	Audit of need completed. Action taken	All staff to monitor and evaluate communication.
<b>2.</b>	To ensure all teaching and learning materials are assessable by children with impairment/disability	HT/SENCO to ensure materials/equipment are suitable and homework needs are identified and addressed.	All information including classroom texts/ worksheets meet the needs of our children.	HT/SENCO and all staff to monitor and evaluate provision
<b>3.</b>	To review the delivery of information annually in order to provide for new needs and amend practice for current needs.	HT/SENCO to carry out audit annually to maintain current improved practice or to meet the requirement of new demands.	All information meets the needs of children and parents.	HT/SENCO/GB and staff to monitor and evaluate provision annually.