

ST MARY MAGDALENE CE PRIMARY SCHOOL

Agreed Whole School Policy

Accessibility Plan



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Signed	Name	Date	

As a Church of England School, we recognise that each person is valuable, precious and **unique** before God. Our school is a community based on **trust, honesty** and **love**. We aim to live in **peace** with each other and to **forgive** those who have wronged us, as taught and demonstrated in the life of Jesus. We seek to foster in our members **wonder** in discovery, **thankfulness** for what we have, **compassion** for others and **hope** for the future. We therefore strive to ensure that our delivery of the curriculum meets the needs of each individual and helps foster an environment where the motivation for all to achieve and reach their full potential is at the core of our commitment.

ST MARY MAGDALENE CHURCH OF ENGLAND PRIMARY SCHOOL SCHOOL ACCESSIBILITY PLAN 2018 - 2020

Vision Statement

Building on a foundation of Core Christian Values, we inspire and equip our children to acquire confidence, encouraging a thirst for lifelong learning.

'I can do all things through Christ who strengthens me,' Philippians 4: 13.

This Plan is drawn up as a facet of the EQUALITY ACT 2010. The Equality Act 2010 (Specific Duties) Regulations came into force on 1st October 2010. The act replaces previous anti-discrimination laws with a single act to make the law simpler and remove inconsistencies. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the characteristics, so the act protects everyone against unfair treatment.

This plan relates to **accessibility for disabled persons** at St Mary Magdalene Church of England Primary School. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DFES in July 2002.

Definition of Disability

The Equalities Act 2010 defines disability as follows:

'A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to perform normal day-to-day activities'

Key Objective

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils with a disability.

The plan will include how the school will:

- improve the physical environment
- make improvements in the provision of information
- increase access to the curriculum

Principles

- Compliance with the Equalities Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's Special Educational Needs and Disability Information Report.
- The school recognises its duty under the Equalities Act 2010:
 - ❖ 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 and staff will have regard to the SEN Code of Practice [2014] and take review and amend plans and practice in light of the SEN Code of Practice.
- The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities, and respects the parent's and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpins the development of a more inclusive curriculum:

- ❖ setting suitable learning challenges
- ❖ responding to pupils' diverse learning needs
- ❖ overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school welcomes children with physical disabilities. Their parents are invited to contact the school to discuss their son/daughter's disabilities and to discuss any special arrangements that may have to be made to allow the child full access to the school curriculum and its resources.

The school has the following features which make it particularly suited to children with physical disabilities:

- A bungalow building [built in 2001] with easy access to all parts of the building.
- Accessible toilet in central part of the school which includes electronic bed, shower and hoist.
- A disabled parking bay in the school car park

When a pupil's disability might prevent access to the curriculum we seek to modify our approach to the curriculum or to alter our physical arrangements. Practical examples of how we achieve this have been –

- ❖ providing pupils with physical disabilities with appropriately adapted or different activities within PE
- ❖ providing opportunities for individual additional support within and/or externally to the classroom
- ❖ provision of assistive technology e.g. software that connects words with pictures and symbols i.e. Word Shark
- ❖ use of symbol systems e.g. Makaton, PECS
- ❖ providing tables of the appropriate height to allow wheelchair access
- ❖ reorganising classroom layout to improve pupil movement.

The Accessibility Plan is linked to the following policies:

- Equalities Policy
- Inclusion Policy
- SEND Information Policy
- Behaviour policy
- Safeguarding Policy
- Intimate Care Policy
- Admissions Policy

OBJECTIVES	WHAT HAS BEEN DONE	HOW THIS WORKS IN PRACTICE	WHAT REMAINS TO BE DONE
<p>To ensure all out of school activities are planned to include the participation of the whole range of pupils and that each class takes part in a trip per half term.</p>	<ul style="list-style-type: none"> ○ School visits policy reviewed ○ Planning format ensures any special requirements are accounted for ○ Suggested trip list circulated to all Class Teachers at the start of the academic year. 	<ul style="list-style-type: none"> ○ Risk assessments for all trips and outings including use of transport ○ Risk assessments account for the needs of all pupils within a class including those with disabilities ○ First Aid and necessary medical equipment are available for trips. 	<ul style="list-style-type: none"> ○ Risk assessment is <i>a continuous ongoing process</i> carried out for every trip/outing including the assessment of risk for disabled pupils (disability includes pupils with long term medical conditions such as asthma, diabetes, autism,) their risk should be assessed individually so as to include pupils with these conditions
<p>To ensure all new staff to the school receive a detailed induction with reference to equality and disability awareness.</p>	<ul style="list-style-type: none"> ○ New staff handbook ○ New staff allocated an Induction Tutor and completion of Induction Checklist ○ Staff Meeting Schedule to reflect induction process ○ Regular meetings between Induction Tutors and new staff ○ Staff induction procedures include reference to disability. ○ LSAs are engaged in supportive visits from external agencies e.g. physiotherapist, occupational therapist, educational psychologist etc. ○ The School Nurse assists the Deputy Headteacher and Administrative Officer to produce care plans for pupils who need to be supported in this way ○ Medical policies are reviewed by the Deputy Headteacher with assistance from the School Nurse. ○ Inclusion policy in place ○ SEND Information Report in place 	<ul style="list-style-type: none"> ○ Staff know about a range of disabilities and their requirements & in particular those related to children within their class ○ Teachers plan an appropriately differentiated curriculum ○ LSAs plan to meet the needs of the children they work with, through individualised learning programmes, physical and personal care support ○ LSAs are using the support and activity materials provided by external agencies conscientiously and effectively to assist their pupil to break down barriers to their learning ○ Care plans in place & in use as indicated in the plan ○ Various policies are in place – see list ○ A medical file is updated at the start of every year or when new pupils with medical needs arrive ○ Copies of the medical file are kept in each classroom, First Aid area, staff room and on the Shared Network. 	<ul style="list-style-type: none"> ○ All new staff to be inducted in line with new procedures. ○ <i>continuous ongoing processes</i>

OBJECTIVES	WHAT HAS BEEN DONE	HOW THIS WORKS IN PRACTICE	WHAT REMAINS TO BE DONE
<p>Continued training for teachers on differentiating the curriculum and the Creative Learning Journey.</p>	<ul style="list-style-type: none"> ○ The school has a Creative Curriculum called 'Creative Learning Journey'. ○ All teaching staff and TAs received training on this skill-based curriculum ○ LSAs/TAs attend courses available to address the specific needs of the pupil with whom they work ○ Training is often addressed through visiting professionals as stated above, with provision of information & supportive adapted equipment ○ Teachers attend subject related courses including aspects of differentiation to meet the needs of specific pupils ○ Deputy Headteacher has provided staff meeting training on differentiation and recording. 	<ul style="list-style-type: none"> ○ Training specifically related to disability in its widest sense is well received by all staff ○ The Deputy Headteacher facilitates the training & review of pupil's needs ○ Good practice is shared & information disseminated ○ Pupils with specific needs such as physical disability, autism, Down's syndrome, receive individual support with their learning, physical support, and/or care for personal needs, supporting pupils to break down barriers to their learning ○ This personalised support is well tailored to enable each pupil to engage with every aspect of the curriculum 	<ul style="list-style-type: none"> ○ Training, knowledge and effective use of expert advice are <i>continuous ongoing processes</i>
<p>To continue to improve the Reception outside area</p>	<ul style="list-style-type: none"> ○ Clear out of clutter and excess equipment ○ New storage units for equipment ○ Replenished furniture 	<ul style="list-style-type: none"> ○ New Reception Staff Team are working with SLT to order new equipment and furniture ○ Reception Team working alongside EYFS consultant for LA 	<ul style="list-style-type: none"> ○ To continue to gradually replenish all equipment
<p>To redevelop the Raised Garden in the playground to provide a shaded, quiet area</p>	<ul style="list-style-type: none"> ○ The raised garden is already wheelchair accessible with a ramp ○ Seating area available ○ A large tree provides some shade ○ Large wooden Gazebo erected in the Raised Garden provides shelter, shade and a new seating area. 	<ul style="list-style-type: none"> ○ The raised garden is used by pupils but the cobbled surface means it is not currently easy to navigate a wheelchair. ○ The area currently provides some shade from the sun in summer months. 	<ul style="list-style-type: none"> ○ Ground to be resurfaced to be smoother easier for wheelchair users ○ Wooden logs separating the path and plants to be replaced to provide a clear pathway.

OBJECTIVES	WHAT HAS BEEN DONE	HOW THIS WORKS IN PRACTICE	WHAT REMAINS TO BE DONE
<p>To take account of needs of pupils and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises, such as lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.</p>	<ul style="list-style-type: none"> ○ Access to every part of the building is flat single storey ○ All classrooms have external flat access to the playground ○ Accessible toilet in central part of the school which includes electronic bed, shower and hoist. ○ Corridor fire doors fixed back with electronic door magnets, to provide ease of access for disabled pupils/visitors ○ The ramp for disabled access in the car park is now linked to the disabled parking bay. The bay has been allocated to disabled parking only. ○ The building was extended in 2014 ○ The building extension includes a one-storey, two classrooms and two toilet extension. ○ The extension is fully wheelchair accessible with a ramp and external flat access to the playground. ○ All children with SEN are now in class for all lessons and do no longer have work stations in the corridor. ○ Astroturf laid in the football area of the playground ○ Lines and playground markings repainted to be clearly visible ○ Furniture and storage in the corridors has been streamlined 	<ul style="list-style-type: none"> ○ There is free movement and access about the building for wheel chair users ○ Personal care is managed effectively with the present disabled facilities ○ Intimate Care policy sets out guidelines for staff, parents and pupils 	<ul style="list-style-type: none"> ○ Reviewing and making reasonable adjustments to meet the needs of visitors, staff and pupils are <i>continuous ongoing processes</i>