

Accessibility Plan

St Mary Magdalene CofE Primary School



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Based on a policy from:	The Key	
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St Mary Magdalene CE Primary School Accessibility Plan

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.

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.

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school motto is “BE the Best I Can Be”. We believe that all children should be given the opportunity to reach their full potential irrespective of their starting point. We commit to making all reasonable adjustments needed for children to be able to access a relevant and interesting curriculum which will equip them well for their life beyond St Mary Magdalene.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. 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

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.

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.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a curriculum for all pupils which provides support and challenge to meet the needs of the children. We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils We provide pupils with physical disabilities with appropriately adapted or different activities within PE We provide opportunities for individual additional support within and/or externally to the classroom 		<p>Ensure curriculum resources include examples of people with disabilities</p> <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> <p>To ensure all new staff to the school receive a detailed induction with reference to equality and disability awareness.</p> <p>Continued training for teachers on further developing an inclusive curriculum</p>	<p>All subject leaders to audit resources and teachers to ensure class resources, texts, displays are representative of a range of abilities and disabilities (as well as ethnicity and religion).</p> <p>Class teachers and EVC to ensure thorough risk assessments are in place to address the needs of all children in their class ensuring equality of opportunity for those with a disability.</p> <p>To review the induction policy for all new staff to ensure that all staff understand their responsibility to make reasonable adjustments for pupils and visitors with disabilities.</p> <p>CPD for Teachers to further develop inclusive practices</p>	<p>Headteacher Subject Leader</p> <p>EVC/Class teachers/SLT</p> <p>Headteacher</p> <p>SENDCO</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Sept 2022</p> <p>April 2023</p>	<p>Evidence of range of curriculum resources with examples of people with disabilities in all classrooms.</p> <p>Risk assessments are in place for all trips. All children regardless of ability or disability are enabled to attend extra curricular activities.</p> <p>All staff (including new staff) can articulate their responsibility to make reasonable adjustments for pupils and visitors with disabilities.</p> <p>All classrooms are inclusive; curriculum meets the needs of children; staff are able to adapt their teaching to suit the needs of the children in their class.</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> The environment is adapted to the needs of pupils as required. This includes: Single storey building [built in 2001] with easy access to all parts of the building. Corridor and door width Disabled parking bay Library shelves at wheelchair-accessible height Accessible playground Accessible toilet in central part of the school which includes electronic bed, shower and hoist. 		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>To complete an audit of physical environment annually to ensure the building continues to be accessible including:</p> <ul style="list-style-type: none"> Entry and exit Toilets Classrooms Furniture eg tables Garden area 	<p>Headteacher/Premises officer</p> <p>Headteacher/SENDCO</p>	<p>Annually/Ongoing</p> <p>Ongoing</p>	<p>Any changes to the physical environment ensure DDA compliance.</p> <p>Annual audit ensure that the building remains accessible for all pupils and visitors.</p> <p>Reasonable adjustments made to ensure accessibility to building and to curriculum</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Some large print resources • Pictorial or symbolic representations 		<p>To work alongside specialists to ensure our building meets the needs of learners eg radio aids for HI pupils, grab rails for pupils with physical disabilities, large print resources and braille for VI pupils and visitors etc</p>	<p>SENDCO carries out and audit and accesses support from specialists before a child with disabilities starts the school (or at least very soon after they start) to ensure that best practice is followed.</p>	<p>SENDCO</p>	<p>Ongoing</p>	<p>New starters with disabilities have support in place (eg technology, physical resources, furniture, equipment to aid their access to learning.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by Full Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy