



"We believe, we achieve, we succeed in God's family"

THANKFULNESS • COMMUNITY • COMPASSION • TRUTHFULNESS • COURAGE • FORGIVENESS

St Mary's C of E Primary School

Accessibility Plan 2023-26

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.

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.

Vision Statement

We endeavour to provide an environment which is caring and stimulating in which each child is challenged to achieve his or her full potential academically, socially and spiritually. We aim to foster a Christian ethos and develop positive relationships with the Church, the local communities and the wider national and international community. We support Essex LEAs opposition to racism and its commitment to equal opportunities and treating people fairly regardless of race, ethnicity and culture.

Racial Equality and Equal Opportunities

All children have equal access and inclusive rights to the curriculum and Religious Education regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. We are committed to creating positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full

potential. We expect all community members to share this commitment and ensure that it is reflected in all aspects of school life, including teaching and learning.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. This policy complies with our funding agreement and articles of association.

Accessibility Plan 2023-26

The Local Governing Body are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The St Mary's Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and the Local Governing Body and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the three-year period ahead of the next review date. This plan was written in June 2023.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
4. The St Mary's Accessibility Plan shows how access is to be provided for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable and amend the targets as appropriate.

The Accessibility Plan will contain 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 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 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 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Curriculum Policy
 - Equality Objectives
 - Single Equality Policy
 - Staff Development Policy
 - Health and Safety Policy (including off-site safety)
 - Special Educational Needs Policy

- Behaviour Management Policy
- School Development Plan

The Accessibility Plan for physical accessibility relates to an Access Audit of the School, and subsequently updated by the school and remains the responsibility of the LGB. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

8. The school Brochure/Prospectus will make reference to this Accessibility Plan.
9. The School's complaints procedure covers the Accessibility Plan.
10. The Accessibility Plan will be published on the school website.
11. The Accessibility Plan will be monitored through LGB meetings.

Improving Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Revise training for staff in teaching children with specific medical conditions.	Ask specialist teachers to support staff and improve understanding of children with medical conditions, and liaise with medical staff when needed.	Staff to have a clearer understanding of the needs of individual children and how to ensure the curriculum is fully accessible to them.	Review annually	All children with medical needs are successfully included in all aspects of school life.
Training for staff in the identification and teaching of children with specific learning difficulties.	SENCO and support staff to attend appropriate training.	SENCo to disseminate information to all staff. Staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	Children with learning difficulties are successfully included in all aspects of school life.
All extra- curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirement.	Ongoing	Increase access to all school activities for all pupils.

Monitor LSA deployment	Check that LSA's are available to support children with specific needs each day.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons	Review annually	Children who need individual adult support to participate in some activities have access to this support.
Evaluate day visits and residential trips in light of our pupils at the time.	Review school trips and school journey to ensure all children are included.	All children will be able to participate in all school trips and visits.	Ongoing	Children who need individual adult support to participate in trips and visits have access to this support.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Delivery of information to pupils and parents/carer improved.
Ensure all staff are aware of guidance on accessible formats.	Staff to have guidance on dyslexia and accessible information.	All children and adults will be able to have access to written communication.	Ongoing	Parents and children feel included and supported
Ensure signage around the school is available in other languages and braille if that is required.	Welcome sign in different languages and key signs to be in braille if needed.	All staff and children will be able to read the signage around the school	Ongoing	Parents and children feel included and supported

Improving Physical Access

Target	Strategy	Outcome	Timeframe	Achievement
Ensure school staff are aware of the access needs of pupils, staff, LGB, parent and carers and visitors.	To create access plans for individual pupils as part of one planning meetings when required. Be aware of staff, governor and parents and carers and visitors access needs and met as appropriate.	Everybody has access to the school building.	Ongoing	All staff are aware of individual needs of children. All staff and governors and parent and carers and visitors feel their needs are met.
Ensure all pupils and staff can be safely evacuated	Ensure all staff are aware of their responsibilities in relation to the evacuation of the school	All pupils and staff can be safely evacuated from the building	Ongoing	All pupils and staff can be evacuated safely and successfully in the event of a fire.
Ensure there is a toilet that can be used by a wheelchair user if needed	Make sure the toilet is kept clear and clutter free so a wheelchair user can access it.	Wheelchair users will be able to have access to a toilet	Ongoing	Wheelchair users will be able to use a toilet safely.