



Access Policy and Plan

SEPTEMBER 2023

Overview

Through our vision and values, we will work together as pupils, staff, parents, carers, governors and wider community, including those with a disability to engage in learning of the highest quality.

By investing in all members of our community and providing a challenging, nurturing and inspirational environment we strive to ensure equal opportunities amongst all where everyone can succeed.

In a safe and happy school, we will encourage children to value others and sow the seeds for them to become the good citizens of tomorrow.

In terms of access, St Mary's Primary School aims to:

- Improve the quality of leadership and management
- Improve the quality of teaching and learning (including behaviour and safety of pupils)
- Improve the achievement of pupils and children

Accessibility Plan

This statement sets out the ways in which St Mary's Primary School provides access to education for pupils with a disability. A person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010)
- In the Equality Act (2010) 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months

Our school's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010). Accessibility is addressed by taking the following into consideration:

- Access to Buildings and Classrooms
- Curriculum Access (including examinations)
- Information for Pupils and Parents
- Admissions

The Governing Body support the Equality Act (2010); Disability Responsibilities related to the Children & Families Act (2014); Special Educational Needs and Disability Regulations (2014). Therefore, committed to the principle of all children having equal rights of access (if this can reasonably be provided).

School will review access to the physical environment for pupils with disabilities.

Evacuation Procedures

St Mary's Primary School will adapt its evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the pupil and parents/carers and will be in the pupil's Special Educational Needs and Disability (SEND) file. Pupils who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for pupils with additional needs/disabilities.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Pupils, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the school, transition within year groups or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

Furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. St Mary's Primary School will assess a pupil's need for support and assess access arrangements. This will include both internal assessment procedures and external assessment and approval. Equal access to the curriculum is provided by quality first teaching in the classroom.

Pupils at St Mary's have always been able to participate fully in the wide range of extra-curricular activities offered consistent with the limitations imposed of any disability. This has included:

- Outdoor Education
- Sports and PE
- Drama and Performing Arts Productions
- Music
- After School and Holiday Clubs and activities

The unsuitability of any event and the need for additional support will be discussed fully with the parents in advance.

Information for Parents and Pupils

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEND Policy). Large print format materials can be made available.

If either pupil or parents have difficulty accessing information normally provided in writing by the school as worksheets, homework or newsletters then the academy will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility:

- Admissions Policy

- SEND Policy
- Equality and Diversity Policy
- Access Plan (see the end of this Plan)

Monitoring and Review

The Governing Body reviews this policy every three years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy will be reviewed in September 2024.

Access Plan 2023-2024

Target Area	Target	Activity	Target Date	Resource Implications	Monitoring/Evaluation
Physical Access to School Building	<ol style="list-style-type: none"> 1. Ensure wheelchair access if required. 2. To monitor the ease of access for those with physical difficulties. 3. To provide for those with hearing and visual impairments. 4. To ensure pupils who are unable to attend due to medical reason can maintain their education. 	<ol style="list-style-type: none"> 1. Consult with users to check if any issues 2. Consult with those who have physical disabilities to check access points are suitable. 3. Liaise closely with BESST services to ensure the school is meeting the needs of those with visual and hearing impairments and put in appropriate action. 4. Liaise closely with hospital tutoring provision to ensure education provision in place. 5. Care plans in place where appropriate. 	<p>When appropriate</p> <p>When appropriate</p> <p>When appropriate</p> <p>When appropriate</p>	<p>Dependent on support required. Interpreter if required for meetings.</p>	<p>L. Spencer to consult with wheelchair users if appropriate Consultation with those with impairments</p> <p>Pupil progress Feedback from BESST</p> <p>Hospital correspondence on lessons attended and performance of pupils.</p>
Curriculum Access	<ol style="list-style-type: none"> 1. To monitor and ensure differentiation within the curriculum. 2. To organise classrooms optimally to promote participation and independence of all pupils. 3. To be responsive to children's curricular needs and provide suitable support programmes and effective use of support staff. 	<ol style="list-style-type: none"> 1. Observe teaching and provide feedback areas for development; provide appropriate resources for differentiation. 2. Continue to raise awareness of needs through staff training and provide staff with feedback on how to develop independence and access. 3. Identify those children who need support and put in place programmes of work and intervention strategies; review on a termly basis. 	<p>On-going</p> <p>On-going and where necessary</p> <p>Termly</p>	<p>Release time for Deputy when required</p> <p>Staff meeting time and training, e.g. ASD Friendly Classrooms</p> <p>Use of support staff</p>	<p>Headteacher, Deputy and Inclusion Leader monitoring of lessons through observation both formal and informal and SSPs if in place.</p> <p>Staff feedback from courses and observation of classrooms</p> <p>Termly data monitoring by Head teacher, Deputy, Inclusion Leader. Monitoring of interventions by Inclusion Leader</p>

	<p>4. To identify any barriers to learning and observe patterns of participating; set priorities for action if required.</p> <p>5. To develop a flexible timetable for those with disabilities, including allowing extra time for completion of activities.</p> <p>6. To ensure access to extended school activities and school trips.</p> <p>7. Put in place support networks to further improve the opportunities for those that are disabled.</p> <p>8. To provide appropriate ICT support</p>	<p>4. Observation and feedback by staff and data analysis to identify barriers. Then put in place physical resources if required or programmes of support.</p> <p>5. Staff training on awareness and flexibility required supported by advice from pupils, parents and BESST</p> <p>6. Ensure visits, including residential, are inclusive.</p> <p>7. Use peer support and mentors to aid access for those that require it e.g. circle of friends, learning partners.</p> <p>8. Provision of modified keyboard, voice recognition software, etc as necessary</p>	<p>On going</p> <p>On going</p> <p>On going</p> <p>Ongoing, where necessary</p>	<p>Dependent on needs</p> <p>Possible additional costs e.g. seating near the front at theatre, additional staffing for trips/ residential.</p> <p>Curriculum organisation and planning</p>	<p>Monitoring of interventions by Inclusion Leader.</p> <p>Feedback from parents/ carers and pupils on how the school is accommodating the child's needs; Review meetings.</p> <p>Feedback from staff and pupils, monitor participation at After School activities/ reason for non attendance is not one due to of lack of access.</p> <p>Observation and feedback from pupil, parents/carers, peers and staff, Inclusion services, Annual reviews.</p>
Delivery of Written Information	<p>1. To make available written material in alternative formats for pupils.</p> <p>2. To provide specialist equipment to individual pupils according to their needs.</p> <p>3. Work in close partnership with parents/carers.</p>	<p>1. Enlarge or translate materials on request. Use pictorial prompts and support material eg different coloured paper.</p> <p>2. On an individual basis, purchase or rent appropriate equipment according to need based on advice from external professionals and requirements from Educational Health and Care Plans.</p> <p>3. Share written information with parents/carers and discuss most effective way for child to access information.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>On going</p>	<p>£50</p> <p>Varied according to resource</p> <p>Staff/Parent time</p>	<p>LS to ensure provision and staff to monitor the accessibility of written information for children to access learning.</p> <p>SENDCo to identify needs and evaluate effect of provision</p> <p>LS to monitor impact from parental and staff feedback. SENDco meetings, EHA process.</p>

