



St Martin de Porres Primary School

Accessibility Plan

March 2022

This policy was written in reflection of our Mission Statement:

“Working Together in the Light of the Lord”.

RATIONALE

In keeping with our Mission Statement, where everyone is valued and everyone's needs are regarded as important, we will show the care and concern of the Good Shepherd for all pupils. We treat the children with respect and courtesy, with the expectation that these values will be reciprocated to all members of our school community.

AIMS

Schools are required under the Equality Act 201 to have an accessibility plan. The purpose of the plan is to:

- increase the extent to which disabled children can participate in the curriculum.
- to improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided.
- to improve the availability of accessible information to disabled children.

Our school aims to create a community in which the Catholic ethos is fostered at all times.

We aim to treat everyone fairly and with respect, this involves providing access and opportunities for all without discrimination of any kind. We will:

- value and encourage all children equally, by respecting the rights of disabled children to have equal access to the curriculum and other activities
- work towards making the physical environment fully accessible to children, staff, parents and visitors with a disability
- pursue an inclusive policy which enriches the lives of all our children by reflecting the diversity of the wider community and promoting positive attitudes towards disabled people
- encourage participation by disabled people in public life through positive discrimination if necessary.

Our Accessibility Plan relates to key aspects of the physical environment, curriculum and written information and contains relevant and timely actions to:

- increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as the able-bodied pupils; (if a school fails to do this, it will be in breach of their duties under the Equalities Act 2010.) This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities and school visits; it also includes the provision of specialist and auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame.
- improve and maintain access to the physical environment of the school, adding specialist

facilities as necessary; this includes improvements in the physical environment of the school and physical aids to access education within a reasonable time frame

- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples may include handouts, information about the school and school events. This information will be made available in various preferred formats within a reasonable timeframe.

Our school is 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. Specialist support services for pupils with a variety of disabilities may be consulted as appropriate and includes:

- Learning Support Service
- Behaviour Support Service
- Educational Psychologist
- Communication, Language, Autism and Sensory Services
- Speech and Language Therapy Service
- LA Service for Pupils with Physical Disabilities
- School Nursing Service
- Epilepsy Team
- Occupational Health Services

Our Trust's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development in the development of this accessibility plan, including children, staff, parents and governors of the school.

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 the individual has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect 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 impairment such as those affecting sight or hearing, and long-term 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 adjustment to premises.

Action Plan

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

Aim	Current good practice	Target	Actions to be taken	Person responsible	Date to be completed by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a mastery curriculum for all children. Our teaching staff use mastery learning to break down material into manageable units and the children are taught together as a whole class, through a highly tuned teaching approach. Children are given additional support, where necessary, through scaffolding.</p> <p>We use resources tailored to the needs of children who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all children, including those with a disability.</p> <p>Targets are set effectively and appropriate for</p>	<p>To increase the confidence of all staff in planning appropriate scaffolding and differentiation of the curriculum.</p>	<p>Support during planning days: Termly for experienced staff/ ½ termly for inexperienced staff.</p>	<p>SENDCO</p>	<p>July 2022</p>	<p>Improved staff confidence in using strategies to plan appropriate scaffolding and differentiation. Improved outcomes for all children.</p>
		<p>To ensure that resources to support learning are planned for and used consistently throughout the wider curriculum.</p>	<p>Audit of resources used in the wider curriculum such as PE.</p>	<p>SENDCO Curriculum Leads PHSE Lead</p>	<p>July 2022 and then annually.</p>	<p>Children able to fully included in all lessons with resources that make learning accessible.</p>
		<p>Invite visitors with disabilities into school to support aspects of the curriculum.</p>	<p>Plan into the curriculum visitors with a range of disabilities into the school to support topics, especially disabled sports people.</p>	<p>Curriculum Leads PHSE Lead</p>		<p>Raised awareness of disability through a variety of visitors.</p>

<p>children with additional needs. The curriculum is reviewed to ensure it meets the needs of the children.</p> <p>Educational visits are accessible to all children. Extra-curricular activities are accessible to all children. Transition at all phases and between year groups is planned and supported.</p>	<p>Teachers and Teaching Assistants to receive training on how to support a range of disabilities.</p>	<p>ASD Training on resources and strategies to employ. Epilepsy Training. Access CPD from external agencies where relevant.</p>	<p>SENDSCO</p>	<p>Ongoing</p>	<p>TAs more confident to support children with disabilities. Teachers better supported by TAs.</p>
	<p>To improve the use of IT software and hardware where appropriate.</p>	<p>Refer to LZW outreach for assessment where needed. All children who have difficulty with handwriting to have keyboard skills intervention and access to IT for longer pieces of writing.</p>	<p>SENDSCO IT Technician</p>	<p>Ongoing</p>	<p>Physical barrier to writing removed so that children are able to produce written work in line with their academic ability.</p>
	<p>All staff to be aware of disabled children's curriculum access.</p>	<p>Individual risk assessments and access plans to be written and reviewed as required. Information sharing to take place with all relevant members of staff.</p>	<p>SENDSCO Class teacher Site Agent</p>	<p>As required</p>	<p>All staff will have a sound knowledge of the individual needs and be able to</p>
	<p>To ensure inclusion on all trips, all venues will be visited (where appropriate) and checked for accessibility for the children attending.</p>	<p>Planning meeting for all trips to be held with relevant staff. Accessibility checks made at venues. Risk assessments written.</p>	<p>Team Leader SENDSCO</p>	<p>Ongoing</p>	<p>Full inclusion for all children on day and residential trips.</p>

		To develop and maintain close relationships with parents/carers	Hold termly meetings to share provision for individual children with parents/carers. Hold 'surgeries' with SENDCO for parents/carers to attend. Signpost parents to appropriate support services.	SENDCO	Ongoing	Parents/carers will be fully informed of any provision in place for their children and individual targets. Parents/carers will have a voice within school about their disabilities.
Improve and maintain access to the physical environment for children, parents/carers, visitors and staff with disability.	Our environment is adapted to the needs of the children as required. This includes: <ul style="list-style-type: none"> • Ramps • Disabled toilet and changing facilities • Steps and paths edges marked yellow so they are visible • Internal lift for wheelchair access • Disabled parking bays • Sound field system where required 	To continue to improve the physical environment of the school so that it meets the needs of all children, parents/carers, staff and visitors.	Hold early transition meetings for children who may need adaptations made to the building for access. Develop a rolling plan where all steps and transitions from different levels are marked yellow.	Head SENDCO EYS Lead Site Agent	As required	The accessibility of our site meets the needs of children, parents/carers, staff and visitors so that all areas are accessible and all activities inclusive.
		To ensure that all disabled children, visitors and staff can be safely evacuated in the case of an emergency.	Ensure that all procedures and paperwork are in line with the Trust. Ensure that a Personal Emergency Evacuation Plan (PEEP) is in place for anyone who may experience difficulties. Ensure there is a good system for information sharing so that all staff are aware of their responsibilities.	SENDCO	As required	Safe evacuation for all.
Improve the delivery of information to	Our school uses a range of communication methods to ensure information is	To ensure that all staff are aware of guidance on accessible formats.	Share resources available for supporting visual impairment, hearing	SENDCO	Ongoing	All staff are aware of different resources available to make

children, Parents/carers with a disability.	accessible. This includes: <ul style="list-style-type: none">• Internal signage• Pictorial or symbolic representation• Colour sensitive for dyslexic children• Auto translate on website enabling access to first language• Support from Family Worker to access letters and forms.		impairment, dyslexia, etc.			information more accessible.
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