



ACCESSIBILITY PLAN 2021-2024

Head Teacher:

Mrs Helen Armstrong

SEND Governor:

Mrs Mary Norrish

SENCO:

Mrs Lisa Watts

At St Mary's Catholic Primary School we have a mission built upon the core values and virtues of the Catholic Church: "Inspiring each other to learn, in the light of Christ"

Our Accessibility Plan reflects our inclusive values and virtues. We treat every child as a unique individual with special qualities. We recognise that everyone has the right to feel safe at school, learn to the best of their ability, and be treated with dignity and respect. The purpose of this plan is to show how St Mary's Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils. We are committed to taking positive action in the spirit of the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and advise upon the compliance with that duty. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will be reported upon annually in respect of progress and outcomes.

Definition of Disability: A person has a disability 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 carry out normal day to day activities.

The Disability Act 2001

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to cover education. From 2002, the Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of St Mary's Catholic Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum,
- improving access to the physical environment,
- improving the delivery of written information.

Contextual Information

St Mary's Catholic Primary School is a 2-form entry school with a PAN of 60. The building is over 2 floors. There are only 2 classrooms on the second floor these are accessed by both stairs and a lift.

The Current Range of Disabilities within St Mary's Catholic Primary School

The school has children with a range of disabilities which include Autistic Spectrum Disorder, cerebral palsy and serious medical conditions. We have a very small number of pupils who have a visual impairment and hearing impairment. We also have a number of children with specific/moderate learning difficulties.

When children enter school with specific disabilities, the school contacts the CAST/LA professionals for assessments, support and guidance for the school and parents. We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff.

Our Commitment to Inclusion

At St Mary's Catholic Primary School, we strive to deliver a fully accessible social and academic curriculum for all children. We have adapted systems and structures: curriculum, building, attitudes and values towards making our school a more inclusive school. Equally important is our intention to make the school accessible to parents, carers and the wider community in order that they have access to meetings with teachers, social events and extended school activities.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Special Educational Needs Policy
- School Improvement Plan
- Behaviour Policy
- Anti-bullying Policy

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees includes the due regard for Equality and Diversity issues as required by the Equality Act 2010 and its duties.

The school will work in partnership with the Local Authority and Plymouth CAST in developing and implementing this Accessibility Plan

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

DATE _____

Review date _____

ST MARY'S CATHOLIC PRIMARY SCHOOL ACCESSIBILITY PLAN - Dec 2021 to Dec 2024

TARGET	STRATEGY	WHO	TIMEFRAME	SUCCESS CRITERIA
To continue to develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with SEN and disabilities and strategies to support them.	Staff training requirements identified (Performance Management).	SENCO	Ongoing	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Increased access to an appropriate curriculum for all pupils.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation. Investigate provision of events aimed at inclusion of SEND pupils.	SLT	Ongoing	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils.
To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Class teachers SLT	Ongoing	Learning Walks show organisation of classrooms supports learning for all.
Ensure the needs of new pupils and parents are identified and met as soon as is reasonable.	Setting visit programme for Foundation Stage teachers. Pastoral Care Worker to support	EYFS teachers PCW	Ongoing	Needs identified and actions taken to meet them.
Process in place to identify new needs arising for SEND children.	Pupil Progress meetings Regular meetings with SENCo & SEND Governor	SLT/ SEND governor	Ongoing	SEND governor to monitor and report on impact of SEN provision.
Provide additional resources (Sensory room) to meet particular needs of SEND pupils.	Liaise with advisors, such as the visually impaired team, to identify resources and strategies which will enable SEND children to fully access the curriculum.	SENCO	Ongoing, as needs occur	Barrier of sensory disabilities to learning reduced as much as possible.
To target support for children with EAL	Develop the understanding of EAL needs throughout the school. Deploy TA staff support where needed.	Class teachers Phase Leaders	Ongoing	All children with EAL have appropriate intervention and as a result make good progress throughout the school
To provide specialist equipment/materials to promote	Assess the needs of the children in each class and provide equipment as	SENCO Class Teachers	ongoing	All children will be provided with materials needed and will be supported in developing

participation in learning by all pupils.	needed, e.g. special pencil grips, visual timetable, dyslexic overlays/reading rulers, Lifeboat materials, headphones, writing slopes etc.			independent learning skills.
To ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats as necessary, e.g. enlarged print, support for reading. Staff to offer support for parents as needed.	Office staff Teachers	ongoing	All written information will be provided in alternative formats as necessary.
To ensure that parents who are unable to attend school or access the school cloud online parent consultations, because of a disability have the support they need to find out about their child	Staff to call home Office staff to support with ICT	Office staff Teachers	ongoing	All parents have equal access to find out about their children's progress.
To have access to Marvellous Me, Google Classrooms to improve distribution of important information	Review all means of communication to enable access for all parents	Office staff Teachers	ongoing	Parents have access to all information so have access to information they need.