



ACCESSIBILITY POLICY **AUTUMN 2022-AUTUMN 2025**

Introduction

At St. Mary's School every child is respected as a gift from God. All children irrespective of special need or disability will be treated equally alongside other children in accordance with the criteria set out in this accessibility plan.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Acts 1995 & 2005, as amended by the Special Educational Needs (SEN), Disability Act 2014 (SENDA) and Equal Opportunity Act (2011).

The scheme covers the three-year period from Autumn 2019 to Autumn 2022.

The scheme and the accompanying action plan set out how the school and the governing body will promote equality of opportunity for disabled people.

Definitions used in this plan

Disability: Disability is defined by the Disability Discrimination Act 1995 (DDA): "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."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

This Accessibility Plan complies with the Disability Discrimination Act 1995 (DDA) and is consistent with the school's aims and equal opportunities plan:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2014). The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal

activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Schools Activities

This section examines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective above. The activities have been broken down into three key areas:

- Education & related activities The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- Physical environment The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
- Provision of information The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

These areas have been reviewed using the checklist contained in DfE Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils" LEA/0168/2002 Dated 6th July 2002, Version 2.2 Pg 30). This checklist is attached to this document as Appendix 2.

Linked School Documents

This Plan contributed to the review and revision of related school policies, i.e:

- School Improvement Plan
- Special Educational Needs (SEN) plan

Working Group

The plan was developed and reviewed by the school SENCO, the senior management team, the governors and current parents of pupils who are affected by this plan. The local diocese representatives have also been involved in the development of this plan.

Appendix 1 – Accessibility Plan Strategic Objectives 2019-2022

	Objective	Action	Method	Person Responsible	Timeframe
Provision of Information					
1	To ensure that parents who are unable to attend school, because of a disability can access parents' evenings and are updated on pupil progress	Staff to hold parents' evenings by phone or send home written information	Phone conversations and written reports	Class Teacher SENCO Headteacher (where appropriate)	Termly
2	Increase staff awareness of disability issues	Actively help class teachers, ELSA and SENCO to find information on the disabilities affecting particular pupils	Search and engage with local support organisations, parents and the local authority and attend relevant training courses where appropriate.	Headteacher Class Teacher SENCO 1-2-1 Support Assistant	As needs arise as children join the school
3	Ensure availability of learning resources, including homework, in alternative formats, if required.	Inform parents that this service is available	Individual meeting with class teacher and parent	Class teacher	To be arranged as required dependent on the need of the child
Education and Related Activities					
4	Ensure teaching environments are optimally organised to accommodate all pupils regardless of disability including wheelchair users, if required.	Individual assessment of child's specific needs and adaptations required as far as practical. Advice to be sought from LA	Headteacher To contact teacher advisors and LA. SENCO meet with parent to discuss needs	SENCO Headteacher	As needs arise as children join the school
5	Source specific aids for pupils with visual or other	Teachers and SENCO to identify needs and pass to	Teacher and SENCO to assess child and meet with	Class Teacher SENCO	As needs arise as children join and

	impairments if required.	office team to source appropriate equipment e.g. computer screen magnifiers, colour schemes, signage, window blinds, steps etc.	parents to identify additional equipment required		progress through the school
6	Offsite activities are accessible to all pupils.	Risk assessments and planning for individual needs.	Class teacher writes appropriate risk assessment for activity	Class Teacher School Business Manager	On-going as trips are organised
7	In-house and externally provided after school clubs to be inclusive of pupils with physical and mental disabilities	When planning and arranging clubs the needs of disabled pupils and how these will be met should be considered. Outside providers will be asked to demonstrate an ability to include all children in their provision.	Teachers to plan clubs and external providers to be made aware of children with disabilities and advise on how these children will be catered for in the after school activity.	Class Teacher Headteacher External Provider	Termly
Physical Environment					
8	Adequate parking for disabled drivers and pupils is available.	We ask that the office staff are made aware when/if a person with a disability is due to visit the school	Office staff will ensure that the requirements pertaining to the individual's requirements are put in place.	Office Staff	As and when required

9	As building and outside grounds are developed, the school, governors and Senior Leaders/ Diocese should ensure that consideration is given to how the	Discuss plans with governors, the diocese, senior leaders and end users to ensure that the needs of users with disabilities are understood	Formation of working parties in planning and designing buildings and grounds	Governors Headteacher SENCO Diocesan building advisors	<i>Ad hoc</i> as building projects are undertaken
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	areas could be made more accessible to disabled users (especially taking into consideration the results of Appendix 2).	and planned for in the grounds/building design			
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Appendix 2

Checklist contained in DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils", Identifying Barriers to Access , LEA/0168/2002 Dated 6th July 2002, Version 2.2 Pg 28-30 Annex D. Included for guidance

"This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school."

Section 1: How does your school deliver the curriculum?

	Y/N	Date
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y	
Are your classrooms optimally organised for disabled pupils?	N	
Do lessons provide opportunities for all pupils to achieve?	Y	
Are lessons responsive to pupil diversity?	Y	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y	
Are all pupils encouraged to take part in music, drama and physical activities?	Y	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Y	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Y	
Do you provide access to computer technology appropriate for students with disabilities?	Y	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Y	
Are there high expectations of all pupils?	Y	
Do staff seek to remove all barriers to learning and participation?	Y	

Section 2: Is your school designed to meet the needs of all pupils?

Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	Y	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Y	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	N	

Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	N	
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Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	N	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	N	
Are areas to which pupils should have access well lit?	Y	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	N	
Is furniture and equipment selected, adjusted and located appropriately?	Y	

Section 3: How does your school deliver materials in other formats?

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Y	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Y	
Do you have the facilities such as ICT to produce written information in different formats?	Y	
Do you ensure that staff are familiar with technology and practices developed to assist	Y	

Useful Documents for reference

1. Disability Rights Commission (DRC): Code of Practice for Schools. Available from the DRC. Tel: 08457 622 633; website: www.drc-gb.org 2011
2. DfES: Inclusive Schooling: Children with Special Educational Needs (Ref DFES 0774/2001) published 2009. Available from DfES publication centre.
3. Hampshire County Council Accessibility Strategy
www.hants.gov.uk/education/department/leastrategy/accessibilitystrategy/index.php 2009
4. Hampshire local Offer 2014
5. SEND Code of Practice 0 to 25 years. 2014

