



Accessibility policy

1. Purpose of plan:

Key Objective:

- To identify barriers for access to the curriculum and then reduce these so that pupils with Special Educational Needs and Disabilities (SEND) will increase their participation in the curriculum.

2. Definition of disability:

- The Equality Act 2010 defines a disability as when a person has a physical or mental impairment:
 - Which is substantial and long term (for over a year).
 - Which has an adverse effect on their ability to carry out normal day-to-day activities.

3. Aim:

- As a school we are committed to high standards. We have a broad and balanced curriculum and all staff hold high expectations of all of our pupils.
- Our Governors, staff, Parents/carers and pupils voices are essential to inclusive practice. We work alongside each other to make developments.
- We participate with an inclusive agenda, ensuring we remove barriers to learning.
- Offering equitable provision to all is important to us so that all pupils regardless of gender, race, age or disability are supported to achieve their best outcomes.
- We respond to individual needs and work with professionals outside of our setting to use their advice to produce targeted outcomes for our children with disabilities.
- As a school we regularly review whether our curriculum is accessible and take action if it is not.

4. Principles:

- Compliance with the Equality Act (201) is consistent with our setting's aims and equality objectives and SEN information report.
- Our staff recognise their duty under the Equality Act (2010):
 - 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 have regard to the Equality Act (2010)
Our setting:
 - Recognises and values the young person's knowledge and parent's knowledge of their child's disability.
 - Recognises the effect their disability has on his/her ability to carry out activities.

- Respects the parents' and child's right to confidentiality.
- St.Mary's Catholic primary school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

5. Increasing access for disabled pupils to our school curriculum:

Accessibility to our school curriculum includes classroom learning, as well as participation in clubs, activities and school visits.

- Teacher and teaching assistant knowledge is built upon during continuous professional development sessions to enhance understanding, skill, pedagogical approach and therefore ensure excellent teaching and learning for our children. Staff have high aspirations and expectations for pupils with SEND and receive regular training to improve their practice.
- Classrooms are monitored for provision to support our pupils. We regularly share good practice and work collaboratively.
- Relationships are welcomed with external professionals whose role is to support our pupils access and therefore progress.
- Pupils with SEND have access to the appropriate information technology, trained teaching assistants and auxiliary aids.
- Support for SEND pupils follows the graduated approach within the Assess, Plan, Do, Review cycle. Progress is recorded through ILP's and measured and tracked regularly with support/interventions amended in response to this.
- Information is shared through key transition points before a child begins in the Early Years Foundation Stage, upon moving to secondary school in Year 6 and at the end of each year group with the next class teacher. Meetings involving parents to support transitions are encouraged and welcomed.
- Staff plan for the inclusion of all students in their class. It is the teacher's responsibility to ensure that provision is offered to support pupils with specific needs. All pupils will have access to our high quality curriculum. Provision will be offered in the most appropriate personalised format for each child.
- Where a child's needs are in addition to this or a highly adapted curriculum is necessary, careful planning will take place to ensure needs are met.
- Part of each subject's long term action plan is a focus on a set of specific strategies to support access within the subject. St.Mary's offers high quality scaffolded support, which includes the consistent use of manipulatives, school wide use of Widgeo symbol, access to supportive technology and a focus on whole school oracy and vocabulary development through the use of supportive sentence stems.
- Children are encouraged to participate in clubs, community projects, collective worship, school trips and residential sessions. We value pupil voice and regularly consult our children on their opinions and preferences. As a school we follow the 'Autism Education Trusts Competency Frameworks' eight inclusion promises which express our commitment to our pupils. (See Appendix).
- The only exception of this would occur if a child had breached school rules. In this case, following our behaviour policy, prohibition of club attendance or restorative conversation time based outside of a classroom may be used as a suitable short-term sanction. This may be to ensure the safety of the pupil in question, other children and staff. Our school behaviour policy can be found on our website alongside all of our policies.

Improving access to the physical environment of the school:

This includes improvements to the physical environment of the school and physical aids to access education.

- The building and surrounding grounds have been adapted to ensure that the majority of areas are physically accessible for those with disabilities, including the installation external ramps.
- There are accessible toilets and changing facilities for both adults and pupils with disabilities, which are located within easy reach areas of the school.

- Classrooms are uncluttered and have easy access for those with disabilities, including wide doorways and corridors.
- Staff review their practice and environments through opportunities, such as, discussing with SENDCO and families on an individual needs basis, by addressing environmental factors before pupils begin when necessary, by working with external professionals and following their recommendations after invitations to support, and on reflection following regular professional development opportunities.
- A dedicated sensory room and quiet areas are accessible to all pupils externally to classrooms. Within classrooms wellbeing spaces are present in each environment to support pupil's inclusion.
- Teachers perform a dynamic risk assessment to ensure their classroom spaces remain safe and accessible for all pupils.
- Weekly checks are carried out by caretaker to ensure fire doors remain unobstructed and in good condition.
- Environmental compliance termly checks carried out by Governor.
- Fire safety audits and health and safety checks made in conjunction with the trust.

Improving the delivery of written information to disabled pupils:

This could include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- The school's website contains extensive information for parents and families of those with SEND.
- The SEND Information, Advice and Support Service is promoted, as are all local support and parenting groups.
- All meetings are held within a time frame convenient to families and paperwork is provided to them in their own language or with the option of having an interpreter present.

Financial Planning and control

The headteacher, SLT and the school business manager will review the financial implications of the accessibility plan as part of the normal budget review process.

Equality act compliance:

Accessibility Statement	Evidence	Accessibility Outcome	Timeframe and responsibility
The school's accessibility plan and action plan is updated regularly.	Update accessibility plan and publish on school website.	Compliance with Equality act (2010)	HT & SENDCO Annually
Accessibility Plan to be written with pupils and	Stakeholders contribute to the	Inclusive practice and compliance.	HT, staff & Governing board

staff. Shared with parents.	accessibility plan.		As required.
All staff aware of the Equality Act (2010)	Staff meetings and training	Inclusive practice and compliance.	HT & SENCO Annually
Pupils are involved in the recruitment of teaching assistants and other school staff	Wider range of pupils involved in the recruitment of staff, including those with SEND.	Pupil voice is valued. Compliance with Equality act (2010).	HT & Governing board As required.

Curriculum access:

Accessibility Statement	Evidence	Accessibility Outcome	Timeframe and responsibility
School has an agreed curriculum. The implementation of which is organised by classroom teachers and teaching assistants, drawing on their training to scaffold and adapt.	Staff training CPD for all. Specific needs training for pupils requiring specific provision. Pupil voice. Walkarounds and monitoring Planning shared with parents/carers via dojo and website.	Staff training is accessed and teaching and learning is enabled to support high quality outcomes for all.	Teachers, HT & SENDCO Following monitoring plan.
All classrooms are organised to benefit pupils with disabilities.	Learning walks Pupil voice. Staff meetings Specific equipment used following professional recommendations. Toolkits for all. Evidence of scaffolding across the environment.	Inclusion is maximised and all pupils, including those with disabilities, benefit from access to the curriculum.	Teachers, HT & SENDCO Following monitoring plan
IT equipment has been monitored to ensure access for disabled pupils.	School works alongside visiting professionals to ensure we are meeting pupils needs.	Pupils can access the curriculum without barriers, such as,	Teachers, HT & SENDCO In line with individual

	Training in place where necessary.	physical needs.	needs recorded through ILP's.
All teachers know how to adapt for pupils with physical disabilities in PE sessions.	Modified curriculum for pupils who require it. Provision maps for pupils on SEN support. Visits from professional teams to support pupils with individualised targets.	Pupils can access the curriculum without barriers, such as, physical needs.	Teachers, HT & SENDCO Following monitoring plan
School trips and residential trips are inclusive of all pupils and carefully planned with pupils needs in mind.	Planning and risk assessments for trips. Specific risk assessments where necessary. Parent meetings. Pupil voice.	Inclusion is maximised and children are treated with an equitable approach.	Teachers, HT & SENDCO During trip planning residential planning
Pupils with disabilities are welcome to participate in the wider curriculum, including clubs.	St.Mary's wellbeing approach Wellbeing ambassadors School council Pupil voice Club percentage attendance.	Pupil voice includes all children at St.Mary's and all pupils have access to the same opportunities on offer.	Teachers, HT & SENDCO Termly monitoring.
Wraparound staff support access for pupils with disabilities.	Training. Staff aware of specific needs or physical adaptations necessary, such as, seating. Inclusive approach.	All pupils welcome during breakfast and after school clubs.	HT & SENDCO Termly monitoring.

Statutory access to the physical environment:

Accessibility Statement	Evidence	Accessibility Outcome	Timeframe and responsibility
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Emergency and evacuation systems accessible for all.	Emergency systems in place for those with wheelchairs. PEEPs for pupils as required.	Safety for pupils during evacuation procedures.	HT, SENDCO & Governing board Annual review
Toilet facilities for disabled pupils with changing beds.	Disabled toilet with changing bed in place. Secondary toilet with handrail. Toileting needs considered following professional advice.	Toileting accessible for all.	HT, SENDCO & Governing board
Classroom partitions are considered to ensure access for pupils with sensory difficulties.	Partitions for desks considered following professional recommendations and parental input.	Focus to the curriculum maximised through adaptation of the physical environment, taking into consideration any sensory need.	HT, SENDCO & teachers As required.
Availability of calm, quiet sensory areas outside or classrooms and also within.	Sensory room. Thrive room. Library. In class wellbeing areas.	Space offered as provision for pupil's disability needs.	HT, SENDCO & teachers In place consistently.
Key markings in Braille for pupils with visual impairments and in visual form for those with communication and learning difficulties.	Vision lines in bright yellow indicating corners and where there is a change in the path.	Signage is appropriate for all pupils with vision needs.	HT & SENDCO

Specialist equipment and furniture.	SENDCO works with professional teams following recommendations for specific needs.	All pupils access is increased.	HT & SENDCO
Access to areas of the school and school grounds are available for all pupils	Ramps and wide walkways to link areas of the school and school grounds. Handrails available for areas linked by steps. Disabled parking bay available at front of school close to entry. Alternative routes available for pupils with specific provision.	Access for all pupils with a disability. No access restrictions.	HT, SENDCO & Governing board

Access to information:

Accessibility Statement	Evidence	Accessibility Outcome	Timeframe and responsibility
Information to be available in a variety of languages.	Create all appropriate letters, documents and advice in the required languages. Dojo translation available. Access to translator available on request.	Information available to all in preferred language.	HT

Information to be available in a variety of formats, including easy read, large print, symbols and audio.	Create all appropriate letters, documents and advice in the required formats.	Information available to all in preferred format.	HT
Promote the SEND Information, Advice and Support Service (SENDIASS) and other support services	SEN page on the school website Termly signposting to parent support information on dojo	Parents aware of provision for SEND external support.	HT & SENDCO

Appendix:

Autism Education Trust's (AET) Competency Framework – 8 promises of inclusion.

We promise to:

- 1 Understand what you are good at, what you like doing, and when you might need help.
- 2 Listen to and act upon your ideas about how we can help you if you need it.
- 3 Listen to and work with the people who know you best and who you trust.
- 4 Make sure we are always progressing towards your goals and aspirations.
- 5 Make sure all staff know the best way to support you, both in and out of lessons.
- 6 Help you to get involved and be included in the activities you wish to participate in.
- 7 Work together to set achievable goals that are important to you, and that help you see how well you are doing.
- 8 Help you to feel safe, secure, empowered, and able to learn.