

Accessibility plan

St. Mary's CVA New Mills



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Today Rather Than Tomorrow

St. Mary's CVA New Mills



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Mission Statement

We will love God and our neighbour

We will value everyone and their contribution to our school

We will treat others, as we would like to be treated

We will treat other people's property, as we would like them to treat ours

The Governors and Staff of Saint Mary's School believe that the following statements represent the overall mission of our school.

♣ *We will work towards a full development of faith in each person in our school community.*

♣ *We will make prayer, The Sacraments and the Liturgy meaningful and valued experiences.*

♣ *We will develop and maintain close links between school, home and Parish.*

♣ *We will work towards high academic standards whilst ensuring that the curriculum is appropriate to the individual needs of our children.*

♣ *We will seek to create good relationships with all who are involved with our school based on the Gospel principles of love of God and our neighbour.*

By our adherence to these statements we believe that our school will have that distinctive ethos that will mark it as a living, working and worshipping community where such values as respect for others, trust, forgiveness, freedom and justice.

We are committed to giving all our children every opportunity to achieve the highest of standards. We do not tolerate bullying and harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, cultural diversity, gender or background.

We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

We will work to dispel ignorance and distrust which breeds prejudice and discrimination. This policy reflects the general and specific duties on schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. This policy must be read in conjunction with other related school documents, equal opportunities are included in all policy statements, Behaviour, and Special Educational Needs policies give in depth details.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also 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.

(DCC and SRSCMAT)

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

We have included a range of stakeholders in the development of this accessibility plan, including (parents, pupils, staff and LGBT).

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 impairments such as those affecting sight or hearing, and long-term health 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 adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all</i></p>	<p><i>Order appropriate resources based on pupils needs and recommendations from external agencies.</i></p> <p><i>Make social story books</i> <i>e.g fire drills</i></p> <p><i>Based on needs of school and pupil.</i></p> <p><i>Curriculum is continually updated on the needs of the pupils</i></p>	<p>LSA adopts teaching and learning through a range of age and stage appropriate activities</p> <p>Separate learning zone within the classes showing visual timetable</p> <p>We use pre key stage scale standards(1-6)</p>	LSA SENDCO H/T	1/10/2020 Reviewed yearly 8/2/2024	<p>Pupils are utilizing and accessing the curriculum based on their age and stage of development.</p> <p>Progress through the scales and S standards</p>

	<i>pupils.</i>					
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	<p>Fire drill</p> <p><i>Separate PEEP plans Complete PEEPS for children with a range of needs</i></p> <p>Visual signage above all fire points, along with visual timelines</p> <p>Furniture height appropriate</p> <p>Separate learning zone in class</p> <p>Disabled toilet in reception area</p> <p>We currently have no pupils requiring wheel chair access.</p> <p>Ramp- EYFS to allow for pupils with mobility problems</p> <p>In light of COVID doors are open which are a means of escape however all staff are aware of risk.</p> <p>One pupil has no awareness of danger</p>	<p>PEEPS completed and filed in H&S training folder</p> <p>LSA to create visuals and display at every fire exit</p> <p>Pupil handover to LSA every morning</p> <p>Supported by 1 to1</p>	LSA	<p>23/10/2020</p> <p>Reviewed yearly 8/2/2024</p>	<p>All physical needs are met within the school setting.</p> <p>Social, emotional and learning needs are met through a range of communication strategies</p>
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> 	<p>To research and utilize a range of communication and visual cues appropriate for pupils needs.</p>	<p>Sign language</p> <p>Visual timetables</p> <p>Makaton</p> <p>Time lines</p> <p>Social stories</p> <p>Photos</p> <p>Transition booklets</p>	LSA	<p>11/9/2020</p> <p>Reviewed yearly 8/2/2024</p>	<p>Children will be secure in using a range of visual resources to support communication and transition with school.</p>

	<ul style="list-style-type: none">• <i>Induction loops</i>• <i>Pictorial or symbolic representations</i>		PECS symbols			
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Chair of Governors-Mrs. Barber, H/T-Mrs. P. Chapman, SENCO-Mrs. Brassington.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

This policy will be amended and update on the needs of the pupils.

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school’s physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				