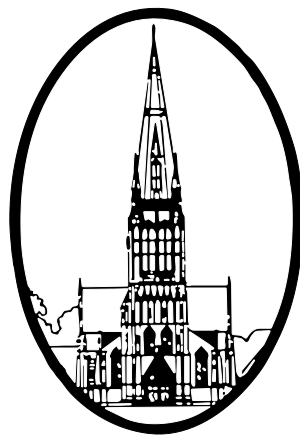


# St. Mary's C. of E. Primary School

*'Feeding the mind, body and spirit so we can be the best we can be.'*



## Accessibility Policy

Revised: March 2022

Review date: March 2024

### Mission Statement and Values

*'Feeding the mind, body and spirit so we can be the best we can be.'*

We foster everyone's potential and hunger for learning by serving up a wonderful diet of generosity, sharing and a sense of belonging. We are here to serve our community and we welcome children from all faiths and none. Sit around the table at St Mary's and you will discover a warm welcome and a great community!

The Spiritual Values to which we aspire are:

**Kindness:** in treating others as we would want to be treated ourselves.

**Truth:** in the choices we make and in our dealings with family, friends, school and community.

**Courage:** to stand up for what is right, overcome our fears and aspire to make a positive change.

**Hope:** about the future and know that tomorrow can be even better than today.

**Love:** for ourselves and others, knowing that God loves us.

# Accessibility Plan

## Introduction

St Mary's C of E Primary School is an inclusive school and we are committed to ensuring that all members of our school community are given equal opportunity to all areas of school life. We use the Equality Act of 2010 to frame our commitment to diversity and inclusion and these link to the United Nations Convention of the Rights of the Child.

Our school vision and spiritual values promote inclusion and equality and tackle discrimination. We have high expectations for all our pupils irrespective of their age, disability, gender including gender reassignment, race, religion or belief, sex or sexual orientation. This is in line with the Equality Act 2010.

Our school spiritual values of Kindness, Truth, Courage, Hope and Love underpin all that we do. As a school we understand that the community we serve is a diverse one. Our community can be vulnerable for different reasons and these are not always visible. We as a staff team are aware of the different factors that can impact on our community, families and a child's well-being. These could include living with or having any of the following factors:

- Special educational needs (SEND) or an Educational and Healthcare Plan (EHCP)
- Social worker involvement
- Being a looked after child (LAC)
- Family members with chronic or serious illness
- Living in temporary accommodation
- Being a young carer

However, this is not an exhaustive list and we recognise that everyone needs to be treated as an individual and their personal situations considered to ensure that all get equal access to education and opportunities.

St Mary's C of E Primary school is a Victorian mainstream school for boys and girls age range 4 years to 11 years old. The school comprises of one main school building with a separate EYFS unit and a separate year 1 classroom. There is also a separate intervention room in the back playground. Two of the classrooms (year 5 and 6) are accessible only via the stairs and as the school is an old, Victorian building there are limitations regarding the installation of for example a lift to access the upper floors.

## **I. 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

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific (protected) characteristics. This means that schools cannot

discriminate against pupils or treat them less favourably because of their gender, race, disability, religion, belief, gender reassignment, sexual orientation or pregnancy.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had 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 the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA (see above).

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be resourced, implemented, reviewed and revised in consultation with: Pupils' parents, headteacher and other relevant members of staff and Governors.

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.

## 2. Legislation and guidance

This document meets the requirements of 'schedule 10 of the equality Act 2010' and 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010.

## 3. Current good practice at St Mary's:

- Our whole school ethos is rooted in biblical teaching based on 'Valuing All God's Children' LDBS 2019 and we actively challenge any discriminatory language or view points from our school community.

- We ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure so that we can plan and prepare for children with additional needs joining the school.
- We use a range of teaching strategies that ensure we meet the needs of all pupils e.g. dyslexia friendly whiteboard resources, high quality teaching, inclusion of all children in main lessons.
- We teach about difference and diversity through our PSHE Spiral curriculum.
- We promote a whole school ethos and values that challenge discriminatory language.
- We use a restorative approach to solving conflicts.
- We make as many reasonable adjustments as possible within the limitations of our school building.
- All entrances to the school are flat
- The main entrance has a wide, automatic door into the entrance.
- The lobby is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord.
- The school has internal emergency signage and escape routes are clearly marked.
- EYFS unit is on one level and has its own playground
- Year 1 has a ramp option to enter the classroom
- Years 2,3 and 4 are fully wheel chair accessible
- The hall is accessible providing external entrance doors are used
- If a child in one of the older year groups could not access the year 5 or 6 (as the classroom is upstairs) classrooms then we would risk assess the feasibility of swapping with another year group
- We aim to support all children to access the curriculum and seek additional advice and support as required

#### 4. The accessibility audit

The governing board will undertake a regular Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.