



St Mary's RC Primary School

Accessibility Plan

Introduction

School's duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 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 reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- 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.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented, reviewed and revised as necessary. Attached is an action plan (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing

up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

St Mary's RC Primary School aims:

At St Mary's RC Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school Mission Statement, which states:

St Mary's aims to develop the talents of each pupil as a unique individual whose full potential can be developed in a community which has Christ at its centre

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

St Mary's RC Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

This plan considers the following three areas as identified in the introduction:

- Access to learning – Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organization
- Physical Access – Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Access to Information – Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

	Priority	Lead	Strategy / Action	Resources	Time	Succes
Access to Learning	Training for teachers on differentiating the curriculum and effective communication with parents	SENCo DH / HT	Staff training and meetings with parents of SEN pupils arranged	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
	Training for staff on increasing access to the curriculum for disabled pupils	SENCo DH	Staff training on Team Teach, Autism through the FAP etc.	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met
	Appropriate use of specialised equipment to benefit individual pupils and staff	SENCo DH/HT	Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Use of Visual Timetables/Timers etc. Appropriate individualised strategies for pupils. Staff trained as appropriate.	Specialist equipment as listed	In place & ongoing	Increased access to the Curriculum Needs of all learners met.
Physical Access	Access into school and reception to be fully compliant	SBM / HT	At present, wheelchair access to school is only available via front entrance, or rear KS1 entrance. Plans in place for development of wheelchair lifts for KS1 and 2 stairs – though significant rebuild required (not a ‘reasonable adjustment’).	<i>Build plan available on inspection</i>	Complete and ongoing	For learners: School would be fully accessible for wheelchair users. At present, we would need to reconfigure classrooms to accommodate wheelchair users. For other visitors/ parents etc: School is accessible via the main entrance (access to school hall, main offices etc) ensuring all parents/carers etc have access to school events, meetings etc.
	Provision of wheelchair accessible toilet with changing facilities	SBM / HT	Maintain a wheelchair accessible toilet which can be accessed by all.	Build into maintenance budget	In place and ongoing	Disabled access to toilet next to school entrance – for all visitors.
	Provision of appropriate parking facilities for disabled drivers	SBM / HT	Maintain provision of Disabled Parking Bay at front of school	Build into maintenance budget	In place and ongoing	Disabled parking bay by entrance of school.
	Maintain Safe Access around exterior of school	SBM/ HT	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in ground’s maintenance contract	ongoing	Disabled people to move unhindered along exterior pathways
Information	Availability of written material in alternative formats	DH / HT	Staff aware of services available through LA. Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.	Contact details & cost of translation / adaptation	In place & ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents.

