

St Marys Catholic Primary School

Accessibility Plan



Introduction

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:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/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:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) 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 and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

St Mary's School buildings are well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor;
- use of these classrooms can be rotated to meet pupils' needs;
- all public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor, with no steps;
- the school has 3 disabled toilets

Definition of 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".

The School's Aims

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2002**
- The **Disability Discrimination Act (amended for school 2001)**
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

Key Objective

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

Linked Policies

This Plan will contribute to the review and revision of related school policies.

- SEND Policy
- Single Equality Duty
- Curriculum Policies

Date of Plan: November 2016

Review of Plan: Autumn Term 2019

Access to the curriculum

Priority	Strategy	Timescale	Responsibility	Success Criteria
Ensure all staff have specific training on disability/health issues	Identify training needs at regular meetings	Termly	SENCO/ Headteacher	Raised confidence of staff
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are assessed for suitability.	Ongoing	SENCO/ Phase Leader	All pupils are able to access all school trips and take part in an range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports and competitions	Ongoing to reflect changes in new intakes	PE Co-ordinator	All pupils have access to PE and are able to excel

Access to information

Priority	Strategy	Timescale	Responsibility	Success Criteria
Signage around school to be DDA recognised	Fire /Evacuation signage to be clear for visitors	September 2016	Office Manager	All people feel safe in our school
Inclusive discussion of access to information in all parent/teacher meetings	Ask parents about preferred formats for accessing information E.g. braille, other languages. Provide information that larger print is available of request	Ongoing to reflect changes in new intakes	SENCO	Staff more aware of preferred methods of communication and parents feels included. School website will be accessible to all

Access to the Physical Environment

Priority	Strategy	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors, parents and children	To create access and evacuation plans for disabled children	As required	SENCO/Class Teacher	All children feel safe and staff aware of pupils' needs.
Ensure everyone has access to reception area	Ensure nothing is preventing wheelchair access	September 2017	Office Manager Buildings Committee	Disabled parents/carers feel welcome.

	Provide door release mechanism			
Ensure fire exits around school are suitable for people with a disability	Ensure all fire exits are kept clear at all times	Daily	Caretaker All Staff Headteacher	All disabled personnel and pupils have safe and independent exits from school.