St Martin's CE (Aided) Primary School

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Accessibility Plan

Status: Draft / <u>Final</u>

Date policy produced/<u>reviewed:</u> 03.07.23

Policy produced/<u>reviewed</u> by: Headteacher in consultation with all stakeholders

Ratified by the FGB on: 10.07.23

Signed:

Position:

Date of next review: July 2025

<div align="center">**St Martin's CE (Aided) Primary School**</div>

<div align="center">**Our School Vision**</div>
<div align="center">An inclusive, caring, Christian community, which inspires happy, confident and independent children who embrace lifelong learning, with the ambition and determination to achieve their potential. Learners develop the skills, knowledge and self-belief necessary to thrive, today and tomorrow, as global citizens, who strive to make God's world a better place.</div>

<div align="center">**Accessibility Plan**</div>

Introduction

At St Martin's CE (Aided) Primary School we strive to ensure accessibility for all. This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Disability Discrimination Act 2005 (DDA 2005), which builds on and extends earlier disability discrimination legislation. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 2005 (DDA 2005) "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."

Key Objective

For pupils, prospective pupils, and their families, with a disability:
- To reduce and eliminate barriers to access the curriculum
- To enable full participation in the school community

Principles
- Compliance with the DDA is consistent with the school's vision and ethos and equal opportunities policy, and the operation of the school's SEND policy.
- The school recognises its duty under the DDA (as amended by the SENDA):
  - 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 and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).
- The school recognises and values parents' and carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
  - Setting suitable learning challenges
  - Responding to pupils' diverse learning needs
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education and related activities

The school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Action Plan

See attached (**Appendix 1**)

Linked Policies

This Plan will contribute to the review and revision of related policies including the:

- School Development Plan
- SEND and Inclusion Policy
- SEN Information Report
- Single Equality Scheme
- Teaching and Learning Policy
- Curriculum Policy
- Health and Safety Policy

Appendix 1

The questions below are taken from: 'Accessible Schools: Summary Guidance – Identifying Barriers to Access: A Checklist' – DfE June 2002

The need for development has been highlighted by the RAG system:
- Red meaning not addressed
- Amber meaning partially addressed
- Green meaning addressed

1. How does our school deliver the curriculum?			
Question	**RAG**	**Area for development**	**Comments References**
1. Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?			Staff training is provided as and when required.
2. Are your classrooms optimally organised for disabled pupils?			Classroom layout is adapted and changed to suit the needs of the class and individual children.
3. Do lessons provide opportunities for all pupils to achieve?			Teaching and Learning Policy
4. Are lessons responsive to pupil diversity?			School Vision and Values Curriculum Policy Teaching and Learning Policy
5. Do lessons involve work to be done by individuals, pairs, groups and the whole class?			Teaching and Learning Policy
6. Are all pupils encouraged to take part in music, drama and physical activities?			Curriculum Policy Long term map
7. Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?			PLPs School Vision and Values Adaptations made as and when required for a specific pupil
8. Do staff recognise and allow additional time required by some disabled pupils to use equipment in practical work?			PLPs School Vision and Values Adaptations made as and when required for a specific pupil
9. Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?			PLPs School Vision and Values Adaptations made as and when required for a specific pupil
10. Do you provide access to computer technology appropriate for students with disabilities?			In line with provision for all children - adaptations made as and

			when required for a specific pupil
11. Are school visits made accessible to all pupils irrespective of attainment or impairment?			In line with provision for all children - adaptations made as and when required for a specific pupil
12. Are there high expectations of all pupils?			School Vision and Values Teaching and Learning Policy Assessment Policy
13. Do staff seek to remove barriers to learning and participation?			PLPs School Vision and Values Teaching and Learning Policy SEND and Inclusion Policy
2. **Is the school designed to meet the needs of all pupils?**			
1. Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, hall, library, and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		*Provide more accessible coat peg spaces in the annex.	The physical environment meets the needs of current stakeholders – adaptations are made as required for current disabled stakeholders and further adaptations would be made as required in liaison with Local Authority There is an upstairs area with no lift. This includes the Headteacher's office, the staffroom and a staff toilet. At the moment all stakeholders are able to access these rooms. Alternative arrangements would be made on case by case situation if necessary.
2. Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		*Improve condition of the surface of the Cherry Playground. *Investigate the possibility of a wheelchair friendly path in the nature area.	All parts of the school building are wheelchair accessible. There is a disabled toilet in both the main school building and the annex. The Cherry playground is uneven and unsuitable for a wheelchair. The nature area is unsuitable for a wheelchair.

			See above re. upstairs area.
3. Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			Disabled parking space out the front of the school.
4. Are emergency and evacuation systems set up to inform all pupils, including those with SEND; including alarms with both visual and auditory components?			Where required, Personal Evacuation Plans are in place.
5. Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?			Adaptations would be made as and when required for a specific stakeholder.
6. Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?			As areas of the site are refurbished, attention is given to the needs of disabled stakeholders.
7. Are areas to which pupils should have access well lit?			
8. Are steps made to reduce background noise for hearing impaired pupils such as a rooms acoustics, noisy equipment?			Adaptations are made as and when required for a specific pupil.
9. Is furniture and equipment selected, adjusted and located appropriately?			
3. How does the school deliver materials in other formats?			
1. Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			Adaptations made as and when required for a specific stakeholder.
2. Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud screen presentations and describing diagrams?			Adaptations made as and when required for a specific stakeholder.
3. Do you have facilities such as IT to produce written information in different formats?			Adaptations made as and when required for a specific stakeholder.
4. Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?			

ACTION PLAN (arising from the above audit)

	Objective	What will be done?	How will it be done?	When will it be done?	Progress and goals achieved
On-going	The site is accessible to all stakeholders	Make reasonable adaptations for specific stakeholders	Adaptation made by school if possible Take advice from the Diocese and the Local Authority Flexible approach Risk assessment	As required	All stakeholders can access the site as required
	All site refurbishment projects take account of DDA requirements	Ensure refurbishment projects meet DDA requirements	Advice from contractors and the Diocese and Local Authority as required to ensure DDA requirements met	As required	All refurbishment projects meet DDA requirements
	All decoration to meet the needs of all stakeholders	Ensure all paintwork meets the needs of all stakeholders	Take advice as necessary when buying paint, carpets etc.	As required	All decoration meets the needs of all stakeholders
Short term					
Medium term	Improve surface condition of the main playground	Repair surface of main playground	Submit bid to the diocese to have the surface replaced Advice from contractors and the Diocese and Local Authority as required Aim to have surface replaced during summer holidays	Sept 24	Playground suitable for use by all, including those in a wheelchair
Long term	Investigate possibility of a wheelchair friendly path in the nature area.	Take advice	Advice from contractors and the Diocese and Local Authority as required	Sept 25	Nature area accessible by all, including those in a wheelchair