



St Mary's Catholic Voluntary Academy

Part of the St Therese of Lisieux Catholic Multi Academy Trust

Accessibility Plan/Policy

"Believe, Succeed and Soar"

Approved by: Rachel Wheatley

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Mission Statement

Christ is at the centre of St Marys as we strive to nurture and care for all people by encouraging them to **Believe, Succeed** and **Soar** within God's love to achieve the very best that they can.

Success

Trust

Motivation

Aspiration

Resilience

You

Shine.

The School Aims & Vision Statement

We aim to create a 'caring' community and environment, setting out to meet the needs of the children, and to encourage them to care for others, through understanding and respect, by creating a sound atmosphere in which the children feel happy and secure, and establishing links with parents and the wider community.

Children are expected to do their best at all times and to take pride in the work that they produce. Good manners and good behaviour are encouraged at the school, and the children are taught to care and to be proud to be a member of St. Mary's Academy. The school aims to work towards all children experiencing a measure of real success and progress in areas of activity and learning. We provide a wide range of experiences in order to stimulate the children's interest and imagination and fully extend the pupils in all abilities.

Our Gospel Values

To achieve our full Christian potential, we all need to live out the Gospel Values: -

Love

A Christ-like love respects the talent of each person in our school.

Faith

Faith helps us to do God's will in this world.

Hope

Hope helps us to see a new life beyond our present one.

Peace

We know that if we love one another, peace will be all around us.

Mercy

We believe that mercy will be shown by the way we forgive others.

Community

We believe our community here unites us all as a follower of Jesus.

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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.

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.

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 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.

3. Action plan

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

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	To liaise with the pre-schools and parents to review the potential intake for the following September.	Medium term	From the information gained, ensure that pupils receive the additional support or different.	EYFS Teacher SENDCo	Pentecost Term	Procedures and set training organized before the September intake.
	Our school offers a differentiated curriculum for all pupils.	Long term	To ensure all teachers and TAs have access to specific training on disability issues. To ensure all staff receive training relevant to the needs of the children within school.	SENDCo in coordination with HT	Ongoing	Raised confidence of teachers and TAs in strategies for differentiation and increased pupil participation.
	We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability.	Long term Long term	Where possible the resources will be obtained when needed. Progress is tracked via O’Track + Pupil Progress Meetings.	SENDCo in coordination with HT SLT in coordination with HT	Ongoing Ongoing	As above As above

	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils. To review all curriculum areas to include disability issues in relation to the requirements of the Equality Act 2010.</p>	<p>Long term</p> <p>Long term</p>	<p>Set during Pupil Progress Meetings + individual discussions with SENDCo.</p> <p>As policies are written / updated consider implications for Disability access.</p>	<p>SLT in coordination with HT</p> <p>SLT in coordination with HT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>As above</p> <p>As above</p>
<p>Improve and maintain access to the physical environment</p>	<p>To be aware of the access needs of disabled children/staff and parents/carers School staff to have a better awareness of access issues</p> <p>To ensure that all disabled pupils can be safely evacuated in the event of an emergency</p>	<p>Long term</p> <p>Long term</p>	<p>Create access plans for individual disabled children as part of their provision plan as necessary.</p> <p>Monitor to evaluate how well the school is meeting the needs of its community.</p> <p>Risk assessments in place.</p> <p>Develop a system to ensure all staff are aware of their responsibilities.</p>	<p>Class teacher & SENDCo</p> <p>Class teacher & SENDCo</p>	<p>Ongoing</p>	<p>Individual plans in place for all disabled pupils and staff aware of all pupils' access needs.</p> <p>Improved confidence in terms of the school meeting the access needs of its community.</p> <p>All members of the school community able to access all school activities.</p> <p>All disabled pupils and staff working with them are safe and confident in the event of an emergency situation.</p>

	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <p>Ramps, disabled parking bays, disabled toilet and library shelves at wheelchair-accessible height.</p>	Long term	Monitor to evaluate how well the school is meeting the needs of its community	SLT in coordination with HT	Ongoing	Improved confidence in terms of the school meeting the access needs of its community.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	Long term	<p>Ensure that text is enlarged for visually impaired pupils.</p> <p>Use visual prompts.</p> <p>Create positive images of disability within the CMAT.</p>	SLT in coordination with HT	Ongoing	Improved confidence of the delivery of information to pupils with a disability.
	To ensure educational visits to be accessible to all.	Long term	Risk Assessments and pre visits as appropriate.	Class teachers + SLT	Ongoing	All pupils in school able to access all educational visits and take part in a range of activities as appropriate.
	Ensure PE is accessible to all.	Long term	Gather information on accessible PE and disability sports.	Class teachers + SLT	Ongoing	All to have access to PE.

4. Monitoring arrangements

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

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 and disability (SEND) information report
- First Aid policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	The main corridor is narrow.	Would adapt a one way system.	SENDCo	When necessary
Parking bays	Have 2 disabled parking bays in the car park.	Ensure that the disabled parking spaces in the carpark are kept clear and debris free.	Caretaker	Ongoing
Entrances	Main entrance has steps.	Gate on the playground to be open and the ramp used to enter the school.	SLT	Ongoing
Ramps	No ramp at main entrance and three steps down to the main entrance.	Access to the school, through the playground gate and up the ramp. In the future, ramp to be used to go over the steps in the front of school.	SLT	Ongoing
Toilets	Have disabled toilets.	Ensure the disabled toilet has the correct signage and equipment in	SLT	Ongoing
Internal signage	Internal signage up in corridors, classrooms etc.	Ensure the school has all the correct internal signage.	SLT/Caretaker	Ongoing
Emergency escape routes	The fire escape plan is updated when necessary.	Within the fire drill/escape plan, ensure escape routes are clearly shown and understood.	SLT	Ongoing