

# St Mary's Primary School & Little Oaks Nursery



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## Accessibility Plan 2024 -2027

Status	Statutory
Responsible Person	Headteacher
Responsible Governor	Chair of Governors
Ratified by Headteacher	September 2024
Date approved by the GB	September 2024
Review Period	Triennially
Review Date	September 2027

## **St Mary's Primary School & Little Oaks Nursery Accessibility Plan 2021-2024**

At St Mary's Primary School & Little Oaks Nursery, we promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We aim to enable all children to reach their full potential, embrace Christian values and prepare themselves to be learners for life.

We endeavour to achieve maximum inclusion of all children, including vulnerable learners, whilst meeting their individual needs. Everyone in our school and nursery are important and included. We work hard to celebrate everyone's uniqueness and successes and we recognise learning in all its forms. Teachers provide differentiated learning opportunities for all the children within the school and nursery, and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

This Accessibility Plan is drawn up in compliance with current legislation and requirements relating to Disability as specified in Schedule 10 of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

Our Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in leisure, cultural activities or schools visits – it also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school – this covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, information about the school and school events. The information should be made available in various preferred formats.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour and relational Policy
- SEND policy
- SEND Information Report
- Health and Safety Policy
- Supporting Children with Medical Conditions Policy

## Current Good Practice

### Access to the Curriculum

Our school offers an inclusive curriculum for all pupils. We use a robust graduated response to identify need and barriers in pupils and use the assess, plan, do, and review cycles to ensure a graduated response to supporting a child is in place.

Resources tailored to the needs of pupils who require support to access the curriculum are utilized in the areas of cognition and learning, communication and interaction, Social, emotional and mental health, and sensory and physical.

Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. Targets and provision are reviewed regularly to ensure they are effective.

### Access to the Physical Environment

The environment is adapted to the needs of pupils as required. This includes:

- Ramps
- Corridor width
- 2 disabled parking bays
- Accessible toilets

### The delivery of information to pupils with a disability

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Large print resources
- Braille
- Radio aid/sound systems if required
- Pictorial or symbolic representations (WIDGET)

## Action Plan

The action plan sets out the aims of our accessibility plan in accordance with the equality act 2010 and relates to the key aspects of 3 areas.

These are:

- Access to the physical environment
- Access to the curriculum
- Access to information

Target	Action to be taken	Outcome	Monitoring	Timeframe	Responsible personnel	Review
<b>Improving Physical Access</b>						
Improve and maintain access to the physical environment	Ensure fire evacuation plans are comprehensive in view of new build, and exit routes are accessible for wheelchairs	The fire plan ensures the safety of stakeholders.	The fire officer will ensure signs are displayed and exits are clear.	Ongoing	Premises Manager & Fire Warden	
	Ensure that all PEEP plans are reviewed regularly with parents and PIMST	Children with PEEPs are safe.	PEEPs will be reviewed by the SENDCo as appropriate.	Ongoing	SENDCo School administrator	
	Awareness of the access needs of disabled children, staff, governors and parents/carers, and how best to meet their needs	All stakeholders can access the whole site regardless of their additional needs.	The site will be monitored for access during the monthly H&S checks.	Monthly	H&S Team & Governors	
	Ensure accessibility of use of IT equipment	That all IT equipment is fully portable and accessible to all.	Praestantia to be led by the school business manager and SENDCo to ensure that all pupils are able to access IT equipment.	Ongoing	SENDCo and Praestantia	
Target	Action to be taken	Outcome	Monitoring	Timeframe	Responsible personnel	Review
<b>Improving Curriculum Access</b>						
Increase access to the curriculum for pupils with a disability	Ensure that staff have specific training on disability needs and specialist equipment	All staff are adequately trained to meet the	The SLT ensures staff have opportunities to participate in relevant training.	Ongoing	SLT and Governors	

		additional needs of the children.				
	Ensure that all school visits and trips (including swimming) are accessible to all pupils	All children have fair and equal access to all activities.	Class teachers to liaise with SLT when planning trips, if necessary.	Ongoing	SLT and Governors	
	School to follow the barriers flowchart in English and use inclusive practice to support individual needs. Staff to use Dyslexic friendly fonts and consider visual stress in children.	Children are able to record their work more easily.	Class teachers to ensure that their environments use inclusive support scaffolds.	Ongoing	Class teachers/SENDCo	
	School to provide regulation equipment and tools to support accessibility.	Children are able to access tasks.	Class teachers to liaise with SENDCo to discuss any equipment needs.	As required	Class teachers/SENDCo	
<b>Target</b>	<b>Action to be taken</b>	<b>Outcome</b>	<b>Monitoring</b>	<b>Timeframe</b>	<b>Responsible personnel</b>	<b>Review</b>
<b>Improving the Delivery of Written Information</b>						
To provide information that is accessible and easily understood by all	School information is written in easy-to-understand language.	All parents/carers are able to access school information.	SLT to monitor and feedback to governors	Ongoing	SLT and Governors	
	The School Office staff will support parents/ carers to access information and complete forms for them if necessary.	All parents/carers know that staff within the School Office will be able to support them.	SLT to monitor and feedback to governors	Ongoing	SLT and Governors	
	Parents/carers of children with EAL are spoken to individually and children/others may be used as translators.	Parents/Carers feel confident about requesting information when necessary.	SLT to monitor and feedback to governors	Ongoing	SLT and Governors	