

St. Mary's (Endowed) CE VA Primary School



At St. Mary's we take care of each other, aim high, enjoy learning and achieve success within the family of a Church school.

Encourage Aspire Flourish

Accessibility Plan

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

The definition of disability under the law is someone who has a:

Physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all include

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Vision and values

Our School fully supports the vision of Norfolk Children's Services, namely:

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Norfolk Inclusion definition that says:

"Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life."

The school's vision is that disabled pupils will be able to take full advantage of the curriculum alongside their peers. It is the responsibility of every governor and every member of staff to remove barriers to learning for disabled pupils.

Information from pupil data and school audit:

St. Mary's (Endowed) CE VA Primary School is situated 3 miles inland from Cromer. The school has a village location. It is smaller than the average primary school with 91 pupils on role (September 2022).

The proportion of pupils identified as having SEN is slightly above the national average at 16.5%. The number of children currently receiving Pupil Premium stands at 39%.

This plan is set out in 3 areas:

1. Improving curriculum access
2. Improving physical access
3. Improving the delivery of written communication

1. Improving curriculum access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On going	Increase in access to all school activities for all pupils.
Ensure all children on SEN list have a provision map in place.	Provision maps for all children created by the SENDCo (Kelly Adams)	Provision map is up to date and forms a key part of the planning process for all pupils.	On going	Provision maps in place and highlighted to support the needs of individual children.
Training for staff in the identification of and teaching children with SEND	All staff attend appropriate training and/or outreach provision from external agencies. School SENDCo is fully trained and qualified.	All staff are familiar with the criteria for identifying SEND and how best to support these children in the classroom. SENDCO / INCo able to advise other staff.	2022 -2024	Children with SEND successfully included in all aspects of school life.
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual rooms. Use of visual timetables in all classes.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	On going	Increase in access to the National Curriculum.
Provide an environment to support the delivery of interventions and SEMH needs.	Equip the Willow room so it can be used to support additional needs (furnishings, resources).	Children with SEMH needs have provision to nurturing interventions and are able to access main stream class in the long-run.	2022 - 2024	With children accessing main-stream class, they will begin to make accelerated progress and fill gaps in learning caused by early childhood experiences.

2. Improving physical access

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME
Playground	Improved access for all from the playground onto the field.	Field area to become more accessible to all. Ramp will need to be built, allowing wheel-chair access onto the field.	Summer 2023
School car park.	Improved access for wheel chair users.	Install a tarmac paths alongside the car park	2022 - 2024

3. Improving the delivery of written communication

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	Spring every year.	Parental opinion is surveyed and action taken appropriately.
Make available school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	School information published on school website and updated regularly.	Ongoing.	All school information available for all.

The Governing Body will review this plan annually and renew it every 3 years. Evidence will be obtained from Head teacher's reports and monitoring visits.

The Accessibility Plan should be read alongside the SEND policy, the Equality policy, the Health and Safety Policy and School Improvement and Development Plan.

The lead responsibility for implementing this plan is taken by the Head Teacher.

This policy has been reviewed by the delegated Health & Safety Governor, Lee Coomer, and approved by the Executive Headteacher, Mrs Maureen Burns.

Signed and dated by:
The Headteacher
M. Burns, 30/03/2023