



**St Mary's CE Academy, Stoffold
Accessibility Action Plan**

September 2020 – July 2021

Review September 2021

Reviewed by Senior Leadership Team

1 INTRODUCTION AND AIMS

We at St Mary's CE Academy believe in providing every opportunity to develop pupils' and adults' full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

We also offer wheelchair access, disabled toilet facilities and clearly marked steps for people with visual impairment.

2 BACKGROUND

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Board of St Mary's CE Academy aim to ensure our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:

- ✓ We do not to treat disabled pupils less favourably for a reason related to their disability
- ✓ We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- ✓ We will plan to increase access to education for disabled pupils
- ✓ We do not discriminate against anyone as explained in the DDA, 1995
- ✓ We do not allow any form of harassment of people with a disability
- ✓ We will promote positive attitudes towards anyone living with a disability
- ✓ We will encourage full participation by everyone in our school activities

Our Accessibility Action Plan is reviewed and revised every three years. The following is a set of action points showing how the school will address the priorities identified in the plan.

3 DEFINITIONS OF DISABILITY

A person has a disability if he/she has a physical or mental impairment that is:

- ✓ Substantial
- ✓ Long-term
- ✓ Has an adverse effect on his/her ability to carry out normal every day activities

A fuller set of definitions can be found in Appendix A.

A census showing categories and numbers of pupils, staff, visitors and helpers with disabilities in our school can be found in Appendix B.

4 PRINCIPLES

- ✓ As an admissions authority our admissions policy applies which does not discriminate a disabled child
- ✓ We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- ✓ When recruiting staff disabled people will not be discriminated against
- ✓ We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- ✓ We aim to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential obstacles to learning and assessment for individuals and groups of pupils
 - by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils and adults with disabilities

5 PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN

St Mary's CE Academy Accessibility Action Plan aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

6 INFORMATION FROM PUPIL DATA AND SCHOOL AUDIT

Information about the needs of disabled people will be gathered through:

- ✓ Pupil admission information
- ✓ Management Information system data
- ✓ SEND reviews/statements
- ✓ Recruitment process
- ✓ Discussion with relevant medical professionals and other outside support agencies where appropriate

7 CONSULTATION OF THE ACCESSIBILITY ACTION PLAN

To ensure St Mary's CE Academy is a welcoming environment for everybody, we believe it is important to consult all concerned. Where adjustments need to be made, we will consult those who have an understanding of different disabilities and the obstacles they present.

We intend to consult in the development of this plan:

- ✓ Pupils with a disability and parents of pupils who have a disability where required
- ✓ Staff
- ✓ Governors

During the consultation the following factors will be taken into account:

- ✓ Movement around the building and grounds easily and confidently
- ✓ Having equal opportunity to access lessons and other activities
- ✓ How we could improve communication between home and school

8 THE MAIN PRIORITIES IN THE SCHOOL'S PLAN

- ✓ Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum
- ✓ Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs
- ✓ Improve the accessibility of written information to disabled pupils, young people and adults

9 IMPLEMENTATION

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to:

(a) The building and grounds:

- ✓ Structured and supportive playtime and lunchtime activities such as "buddies"
- ✓ Ensuring adjustments are made where possible to meet DDA requirements
- ✓ Denote hazards for the visually impaired
- ✓ Flexibility of seating arrangements to suit need

(b) Learning and teaching:

- ✓ We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- ✓ Academic progress is monitored and 'value added' considered
- ✓ Additional support will be provided where possible
- ✓ Individual targets and IEPs ensure correct learning strategies in place
- ✓ Targets will be monitored regularly
- ✓ Regular review of school policies

(c) Communication methods

- ✓ Use of interactive whiteboards
- ✓ Use of IT resources by pupils
- ✓ Newsletters to parents
- ✓ Calendar and news pages on the school website
- ✓ Informal discussions with parents
- ✓ Telephone messages and conversations with parents
- ✓ Use of 'Tapestry' and 'Class Dojo'
- ✓ Text and email messages via Parentmail
- ✓ Most information is available electronically

The effectiveness of these adjustments will be monitored regularly and feedback will come from:

- ✓ Pupil interviews
- ✓ Parent surveys and meetings
- ✓ School Council
- ✓ Staff opinions (teaching and support)
- ✓ Governors
- ✓ Other visitors and users of the school
- ✓ Outside Agencies

10 MONITORING

The Governing Board and Senior Leadership Team will review the Accessibility Action Plan annually and measure the impact of any changes or initiatives on the quality of school life for those pupils with a disability where required.

Formal review of this plan will take place annually.

ACCESSIBILITY ACTION PLAN

	Details	Responsible	Timescale	Outcome	Monitoring
Collecting views to inform plan	Medical issues collected from parents on completion of Pupil/Staff Data Collection Sheet and inputted on Integris	KE	Start of Academic year/ongoing	Definitive list pupils and staff with disabilities	Senior Leadership Team
	Collate pupil/parent views about ease of access and problems via individual interviews or surveys	Head	Annually Summer Term	Systematic parental and client view taken	Head Teacher Governing Board
	Collect views of disabled users of school with specific focus on reading letters and information sent home. Direct contact with known parents	KS Leads	As required	Systematic parental and client view taken	Head Teacher Governing Board
	Keep staff updated in terms of information sharing, training and collection of their views	SLT	Ongoing - CPD	Sharing knowledge / consistent understanding of information	Head Teacher Governing Board
	Discussion with parents and pupils at Parent's Evenings, IEP reviews, etc. Use existing framework to discuss disability views	Class Teachers / SENCo	Termly	Systematic parental and client view taken	Head Teacher Governing Board
Premises and Environment	Access audit to be carried out using a National Register of Access Consultant to look at DDA compliance, provision of ramps, lifts, improvements to doors, provision of furniture and apparatus to improve access.	H&S Consultant	Annually / As required	Building meets DDA regulations	Head Teacher Governing Board
	Conduct Health & Safety inspection termly with attention to lighting, signage, fire alarms, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas e.g. playground, field, walkways into school	H&S Consultant KE	Termly	H&S issues are identified	Senior Leadership Team
	Plan for and act on the recommendations from these audits as far as possible and reasonable within the school's budget. (Further actions to be developed following the audit)	SLT	Report to Governing Board termly	H&S managed effectively	Head Teacher Governing Board
	Disabled Parking spaces for disabled staff and school events, e.g. parents' evenings, musical concerts. (Permanent space only required if disabled staff are employed)	SLT	Ongoing	Adequate disabled parking provision	Senior Leadership Team

	Details	Responsible	Timescale	Outcome	Monitoring
Access to the Curriculum	Share good practice relating to disability issues and data	SLT	Ongoing	Improvement in communication	Head Teacher Governing Board
	Monitoring of teachers' planning will include careful consideration of differentiation and 'reasonable adjustments' made	SLT	Termly	Improved performance from pupils with disabilities	Senior Leadership Team
	Review of resources and ICT provision with consideration to suitability and development of pupils on Disability Register. Consider change of pixel size to improve size of screen print, appropriate levels of equipment	SENCo	Termly	Improved access to curriculum and performance	Senior Leadership Team

Policies and Initiatives	Details	Responsible	Timescale	Outcome	Monitoring
	Establish specific management responsibilities for inclusion within the school	SLT / H&S Consultant	Annually / As required	Defined responsibility and effective management of Inclusion	Head Teacher Governing Board
	Review Behaviour Policy	SLT / Governors	Annually	Comprehensive school policy on managing behaviour	Head Teacher Governing Board
	Include information and key documents on school website/learning platform	SLT / Governors	Annually	Effective communication of key information	Senior Leadership Team
	Admin Team to run report on Integris for pupils/staff with disabilities, medical conditions, SEN, to create Disability Register (pupils and staff). Appendix A – as a guide	SENCo / KE	Annually	Provision of accurate information	Senior Leadership Team
	Complete a school census (Appendix B) to record pupils and staff with disabilities	SLT	Annually/ As required	Provision of accurate information	Senior Leadership Team
	Use disability register as part of pupil assessment to analyse attendance, exclusions, academic performance. Information to be shared with SLT and Governing Board	KS Leads / SENCo	Termly	Assessment and measurement of performance so that appropriate strategies can be put in place.	Senior Leadership Team
	Ensure pupils with a disability are included in performance meetings (framework for measuring and monitoring performance already in place)	SLT	Half Termly	Assessment and measurement of performance so that appropriate strategies can be put in place.	Senior Leadership Team
	Carry out audit of staff training needs:- - Disability equality training - Visual impairment awareness - Quality First Teaching and National Curriculum Inclusion Statement. - Training on Reasonable Adjustments	SLT / H&S Consultant	Annually	Staff to receive appropriate training based on needs.	Senior Leadership Team
	Identified staff to receive Teamteach training if specific pupil with SEN (behavioural needs). Carried out in 2016, refresher completed in Spring 2018. Further staff trained 2020	Head	Refresher Spring 2022	Staff trained effectively.	Senior Leadership Team
	Identified staff to receive pupil manual handling training for handling pupils with specific physical needs	Currently N/A	As required	Staff trained to prevent injuries to staff and pupils being handled.	Senior Leadership Team
	Ensure staff receive training as identified by the training audit New staff and agency staff receive induction training which covers disability, SEN etc.	SLT	As required	Improved curriculum delivery for pupils with a disability	Head Teacher Governing Board
	Review of linked policies: SEN, H&S, Equal Opportunities, Managing Medicines SEN – January 2020 H&S – February 2018-2021 Equal Opportunity September 2018-2021 Managing Meds – February 2018	SLT / KE / Governors	Annually	Consistency between policies and information for staff	Head Teacher Governing Board
	Review admissions pack to include questions/information for parents with a disability	KE	Annually	Parental views obtained	Head Teacher Governing Board
	Review way in which disability/managing medicines information is communicated to staff. - Consider creating a class file with basic medical/SEN/disability information for visiting/supply teachers. - Review staff handbook/induction to include accessibility, disability etc	Admin	Ongoing	Improved communication of information	Head Teacher Governing Board
Review the accessibility of written information to those with a disability and implement any necessary actions for improvement	SLT	Annually	Improved access to information	Senior Leadership Team	

Appendix A – Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets
- Staff – Pre-employment medical questionnaire completed

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	

Appendix B – School Census / Disability Count

Disability	Physical impairment	Sensory impairment	Learning difficulty and Specific LD	Medical condition	Social, Emotional, Behavioural Difficulties	Speech & Language
Pupils	0	6	Constantly under review by SENCo	10	Constantly under review by SENCo	3
Employees / Volunteers / Parent Helpers / Visitors	1	0	0	2	Unknown	0