



SMCPA Accessibility Plan

	Name	Date
Written By	J.O'Leary	January 2019
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Review v1.2	L Frost	February 2025

St Mary Cray Primary Academy Primary Accessibility Plan

At St Mary Cray Primary Academy we are committed to working together to provide an inspirational and exciting learning environment that will ignite the spark of learning, for all children. Our core values endeavour to provide all members of the school community with a wide range of learning opportunities, whatever their ability or need. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, 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. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Objectives

St Mary Cray Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

St Mary Cray Primary Academy will anticipate the need to make reasonable adjustments to accommodate the needs of pupils, parents, staff and other visitors where practicable. These changes will be planned and implemented within a published timeframe.

The 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The St Mary Cray Primary Academy Primary School Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Equal Opportunities Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.
The Accessibility Plan will be monitored through the Pastoral Support Committee.
The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan. The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Headteacher**
- **SENCo**
- **Site Manager**

St Mary Cray Primary Academy

Accessibility Plan

Access Report Ref.		Activity	Timescale	Cost	Resp.	Pr
<i>Improving Physical Access</i>						
1	Wheelchair access to all areas of the school from outdoors	Access though playground doors to classrooms is via steps for at least 3 classrooms for 24/25 so that rooms are made accessible for him as he moves up the school.. Portable ramps needed.	September 2025	Ongoing	BR	H
2	Doors limit independent access to parts of the building	Disabled pupils and staff will be able to gain access to parts of the building independently Access through certain doors to be offered to allow free movement around the building.	Ongoing	Ongoing	NR	M
3	Entrances are sometimes obstructed	Ensure all are clear for access to the school Lunchboxes should be stored away from the entrance ways Wellie boots should be stored appropriately Furniture should be cleared Consult Fire-marshals and Fire fighters on safe evacuation for all	Ongoing		all	H

An Access Audit was carried out by SENCo/Site Manager/SLT/

4	Access to disabled parking for pupils, parents and staff	Disabled car parking spaces to be marked and access to the school building by ramp ensured. Ramp installed at the back of school.	February 2025		BR	M
5	Corridors	Keep corridors clear at all times to ensure ease of access	Immediate and ongoing			H
6	Disabled toilet/Wetroom	In place	Ongoing			M
7	Access to outdoor environments	Consider pathways to and from outdoor learning environment to ensure access is available for all outdoor learning. Rubber matting to be put in place from playground to Forest School.	February 2025		LF and BR	M
8	Safeguarding	The School Safeguarding policy is robust and ensures the safety of all pupils The school premises are risk assessed and action taken to meet safeguarding needs Staff are aware of Child Protection protocols and the Whistleblowing Policy	Ongoing	As required	Site Manager /DSL SENCo/ DSL	H H

<i>Improving Curriculum Access</i>						
1	Differentiation in teaching and adaptive teaching	Staff should be aware of the needs of their pupils Resources and apparatus should be provided and adapted to meet the needs of the pupils	ongoing	Resources from Inclusion budget	Class teachers SENCo	H
2	Interventions	SENCo to monitor interventions and their impact on learning Adaptations and resources to support progress to be purchased if appropriate. Graduated approach is tracked to ensure all interventions are timely and targeted on the school tracker.	termly	Resources from Inclusion budget	SENCo	H
3	Classrooms are organised to promote the participation and independence of all pupils and staff	Audit of class resources and furniture Advice on layout of furniture sought Furniture enables inclusion and independence Objects are stored and easily available to all All classrooms are inclusive to meet the learning needs of all children including their social, emotional and academic needs Teachers assess the needs of new members of their class prior to transition (working with colleagues, other professional bodies and the Inclusion Manager) The school works with outside agencies, particularly the borough, to ensure this is done to the highest of standards.	termly	Resources from Inclusion budget	Teachers, TAs SENCo	H M H H M
4	Use of School Tracker to plan for the needs of the pupils	SENCo to ensure all staff update and use as a working document	Ongoing		SENCo	H

5	Staff supported in their understanding of Inclusion and disadvantaged pupils	Provide information and updates about Inclusion Audit of staff CPD needs	During termly assessment schedule		SENCo Specialist Agencies	H
6.	Attainment and progress of vulnerable groups (including Inclusion and disadvantaged children)	Monitor attainment and progress termly Vulnerable groups progressing in line with their peers Vulnerable children identified and interventions used to 'close the gap' Monitor the interventions Parents informed of 'Next Steps' and progress Monitor attendance weekly to ensure that the attendance of vulnerable children is above national average.	Half-Termly	EWO cost	EWO/ SENCo	H H H
7.	A number of pupils have speech and language SEN which affect their learning	Children are supported in developing speech and language <ul style="list-style-type: none"> • Assessment by SALT • 1:1 and group therapy • SALT interventions with TAs 	ongoing	Cost of SALT Therapist and TAs	SALT/ SENCo	H

Accessibility for pupils with Medical Needs						
1	Pupils will have medical needs beyond those usually expected in school	<p>Liaise with Parents/Carers Pupil's needs are identified through Health Care plans from professional or through the School Tracker.</p> <p>Teaching and learning is adapted to allow access to activities, resources and learning.</p> <p>Medicines are stored and administered safely in line with school policy.</p> <p>Paediatric First Aiders are aware of the signs and symptoms of illness and what to do to maintain health and safety</p> <p>There are clear protocols relating to administering medicines, treatment and what to do in the case of emergencies</p>	When required		<p>Class teachers / SENCo</p> <p>Paediatric First Aiders</p> <p>Paediatric First Aiders</p>	<p>H</p> <p>H</p> <p>H</p> <p>H</p>
2	Possibility that children will be absent from school If illness is prolonged	<p>Teachers liaise with parents/ school nurses or other interested professionals to develop home learning packs where appropriate.</p> <p>Liaise with Hospital tutors if appropriate.</p>	When required		<p>Class teachers / SENCo / SLT / EWO</p>	<p>L</p> <p>L</p>