



## **POLICY DOCUMENT**

### **SMCPA's Accessibility Procedure**

	<b>Name</b>	<b>Date</b>
Written By	J.O'Leary	January 2019
Review v1.1		December 2021

## **St Mary Cray Primary Academy Primary Accessibility Plan**

At St Mary Cray Primary Academy Primary 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**
- **Head Teacher**
- **Inclusion Manager/SENCo**
- **School Business Manager**
- **Site Manager**

St Mary Cray Primary Academy

Accessibility Plan

An Access Audit was carried out by SENCo/Inclusion Manager/Site Manager/SLT/Business Manager PR=Priority H=high

M = medium L=low

Access Report Ref.		Activity	Timescale	Cost	Resp.	Pr
<b>Improving Physical Access</b>						
1	Wheelchair access to the main areas of the school from playgrounds only e.g. classrooms to hall or dining room	School is built over a number of different levels which limits access Maintain ramps	April : to be sought for ramps, stair lifts and doorways	Ongoing quotes		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 The suitability of doors is risk-assessed				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-marshalls and Fire fighters on	Ongoing		all	H

		safe evacuation for wheelchair users or those with other mobility problems				
4	Access to disabled parking for pupils, parents and staff	Disabled car parking spaces to be marked and access to school building by ramp ensured	September 2018			M
5	Access to car park and pathways is by a number of different levels	Provide safe access ramps and rails – repair those that are already present and replace if necessary	Full access by September 2018			H
6	Corridors	Keep corridors clear at all times to ensure ease of access	Immediate and ongoing			H
7	Disabled toilet	In place	Ongoing			L
8	Access to outdoor environments	Consider pathways to and from outdoor learning environment to ensure access is available for all outdoor learning	September 2018			M
9	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	December 2018	As required	Site Manager /SLT  Inclusion Manager/ SENCo/ SLT	H  H

Improving Curriculum Access						
1	Differentiation in 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 SEND 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	termly	Resources from SEND 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 Teachers adapt learning to meet the learning needs of all children including their social, emotional and moral needs  Teachers assess the needs of new members of their class prior to transition (working with colleagues, other professional bodies and the Inclusion Manager)	termly  May 2018	Resources from SEND budget	Teachers, PTP's Inclusion Manager SENCo	H  M H  H  M
4	Use of Pupil Provision Maps to plan for the needs of the pupils	Inclusion team to deliver/update training	Reviewed Jan 2019		SENCo	H

5	Staff supported in their understanding of SEND and disadvantaged pupils	Provide information and updates about SEND Audit of staff CPD needs	During termly assessment schedule		SENCo Specialist Agencies	H
6.	Attainment and progress of vulnerable groups (including SEND and disadvantaged children)	Monitor attainment and progress termly Vulnerable groups progressing in excess of 100 points per academic year to narrow gaps. 50% of disadvantaged children to attain Age Related Expectations Monitor attendance – work with Family Worker and WPA's to achieve attendance 95+% Vulnerable children identified and interventions used to 'close the gap' Monitor the interventions Parents informed of 'Next Steps' and progress	Half-Termly	Attendance Officer salary	School funded Attendance officer/ SENCo/ Inclusion Manager	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"> <li>• Assessment by SALT</li> <li>• 1:1 and group therapy</li> <li>• SALT interventions with TA's</li> </ul>	ongoing	Cost of SALT Therapist	SALT/ SENCo/	H



Accessibility of Information – communicating with children and adults						
1.	Spoken information	<p>Staff are aware of the needs of the hearing impaired (parents and carers included)</p> <p>Appropriate support is provided in class and for parents when communicating</p> <ul style="list-style-type: none"> <li>• Visual prompts and signs</li> <li>• Directional information within the school building is clear and well laid out</li> <li>• Signers are invited to meetings (parents arrangements)</li> <li>• Staff may wish to learn signing or Makaton to enhance their practise</li> </ul>	As required	Resourcing costs	SENCo/ Inclusion Manager/ SALT	M
						M
2	Written information	<ul style="list-style-type: none"> <li>• The school will make itself aware of the services for converting written information into alternative formats</li> <li>• Resources for dyslexic pupils will be provided – e.g. coloured overlays; tilted writing surfaces</li> <li>• Using Parent mail and texting to communicate with parents – voice mails</li> </ul>	September 2018	<p>Cost of software if appropriate</p> <p>From SEND budget</p>	SENCo/ Inclusion Manager/ SLT	M
					Office Staff	M
3.	Parents with EAL	<ul style="list-style-type: none"> <li>• EAL audit</li> <li>• bringing interpreters</li> </ul>	September 2017			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 or Provision map</p> <p>Teaching and learning is adapted to allow access to activities, resources and learning 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, Inclusion Manager</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>L</p> <p>L</p>