Accessibility Plan

www.stmartinsprimary.com

Date Ratified: September 2022

Review Date: July 2025

Version History

Version	Date	Status and Purpose	Document Author	Changes Overview
1	May 2019	New Policy	Business Support Co-ordinator	- Updated policy (adapted from the model policy prepared by The Key for School Leaders) including updated legislative basis – Equality Act 2010.
			Head of School	Added school vision and content specific to the school to the action plan.
	July 2022	Policy Review	Headteacher	Head of School references changed to Headteacher. Good practice updated to reflect current practice

Approval

Signed by Chair of Directors	July 2019
Date of Approval/Adoption	July 2019
Date of Review	July 2021
Date of Review	July 2022
Date of Approval/Adoption	September 2022

Notes on Document

This document is the property of the Frays Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a third party without the permission of the Chief Executive.

It is controlled within the Frays Academy Trust admin server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Paper or electronic copies may be taken for remote working etc. However, all paper copies not held within the admin server are uncontrolled. Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed every two years or as necessary by the Trust.

To enable continuous improvement, all readers are encouraged to notify the author of errors, omissions and any other form of feedback.

1 Scope

All schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

St Martin's CE Primary School, part of the Frays Academy Trust, aims to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. St Martin's CE Primary School's vision is for:

- Every child will be given the opportunity to flourish in a healthy, safe and secure environment.
- Their individual skills, talents and spiritual development will be nourished so that the young people bloom and prosper.
- We will ensure that the curriculum is innovative and encourages a love of learning.
- The local community sits at the core of the vision and has significant input into the vision and development of the school.
- St Martin's Primary School will enable all pupils to achieve and develop the skills, knowledge and understanding necessary for Secondary Education and beyond. The learning culture within St Martin's Primary School will inspire children to succeed academically and encourage pupils to aspire to reach their full potential.

The plan will be made available online on the school website, and paper copies are available upon request.

The trust is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2 Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3 Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM 1: Increase access to the curriculum for pupils with a disability

Current good practice	Evidence	Action Required/When?
Teachers and LSAs have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice where necessary.	INSET records for individual and whole school training. External Agency written reports and advice.	Regular SEN Staff Meetings updating advice re knowledge of learning styles. *Termly.* On-going CPD
Appointment of LSA to work closely with physically disabled pupils.		*As need arises*
Pupils with emotional, social and behavioural difficulties are supported in school.	Learning Mentor provides 1:1 and group support e.g. ELSA programme. Where necessary Behaviour Plan put in place for a pupil that is shared with parents Access to the sensory room Learning Mentor works closely with parents to support emotional needs of the pupils at home	Provision Map
Classrooms are optimally organised for disabled pupils.	Classroom space is large and staff consider the best arrangement of furniture to improve accessibility and to accommodate necessary equipment. Risk assessments in place for children with physical disabilities	Consider Year Group classroom changes to best meet the needs of disabled pupils. *As need arises*
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by LSAs and the class teacher where appropriate. .	Lesson observation records. Lesson Plans Learning plans, behaviour plans	Continue to implement personalised learning when appropriate. *Continuous*

Current good practice	Evidence	Action Required/When?
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.	To extend performing arts in the school.
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs and detailed in planning/Provision maps. Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.	
All staff plan for additional time required by some disabled pupils to use equipment.	See lesson planning.	
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport.	Specialist equipment – walker / wheelchair	*As needs arise*
ICT equipment is provided for and has been fitted with additional software/hardware to allow access for disabled pupils.	audio support for hearing impaired; enlarged keyboards etc.	
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate. ALL risk assessments include info re. Disabled pupils. H&S policy.	*Individualised risk assessments where needed* *As needs arise*
All staff have high expectations for all pupils.	Lesson Observations, tracking and target setting in place.	
All staff strive to remove barriers to learning and participation and value pupil voice.	Lesson observations, Provision maps,Learning plans, behaviour plans. 'All about Me'	Continuing CPD

AIM 2: Improve and maintain access to the physical environment

Current good practice	Evidence	Action Required/When?
The layout of areas such as classrooms, halls, dining hall, reception, playground and field allows access for all pupils. Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs, and steps.	There are double doors or doors wide enough to accommodate a wheelchair. All KS1 classrooms are on one level. KS2 classrooms are on first floor years groups are not static, could move floors if necessary, there is a lift for access to first floor and changing spaces have a hoist and	*As needs arise*

Current good practice	Evidence	Action Required/When?
	changing bed in the upstairs disabled toilet. Entrance way to both buildings are wheelchair accessible.	
Disabled Toilet facilities have sufficient room to accommodate a changing bed and toileting chair.	Installation of fully equipped disabled toilets.	
Pathways around school are safe and well-signed.	Pathways are clear; gates are wide enough to accommodate wheelchairs.	Wheelchair users are able to access buzzers for assistance.
Parking arrangements for all are logical and safe.	Disabled bays marked for parents with a blue badge.	
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult. PEEPs in place for all that require them.	Testing of alarms on a half-termly basis
Signs are uncomplicated, and unambiguous.	See signage around school.	
School décor and learning environment policy provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Classrooms are painted in neutral colours.	*As needs arise* There is a program of decoration in place
All areas are well lit	Audited by H&S.	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Hearing impaired child wears hearing aids attached to a microphone. Ear defenders for pupils who may need them.	Advice for best 'sound proofing' has been sought from LDBS architect consultant.
Furniture and equipment selected, adjusted and located appropriately, e.g. low level sinks, provision of wheelchair with adjustable height, tray tables fitted to wheelchair, stand, writing slope, wedge support etc. We have low level sinks in EY. We also have adjustable tables for children in wheelchairs and for standing frames.	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate. External advice given by specialists.	

AIM 3: Improve the delivery of information to pupils with a disability

Current good practice	Evidence	Action Required/When?
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists. Lesson observations.	Staff Meetings to discuss *when needs arise* and *on-going* CPD
The school will liaise with external support services and agencies or invest in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	External advice given by specialists.	*As appropriate as and when requested.*
The school ensures that both in lessons and parents meetings, information is presented in a user- friendly way, e.g. by reading aloud, using overhead projectors/ PowerPoint presentations etc.	Interactive White Board used in every classroom and some classrooms have visualisers for close up demonstration work (i.e. needle work, sketching etc.) and for enlarging texts. All staff read aloud and for parents who cannot read, information can be read to them.	Separate report can be requested to be sent if a parent does not live at same address PowerPoint Presentations used at workshops and parents' meetings. Website updated regularly and weekly news letter sent to all parents.

4   Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently ifnecessary. It will be approved by the Governing Body and by the Board of Directors.

The future planned action work will be overseen and co-ordinated by the Governing Body and by the Headteacher. Evaluation of the progress of the plan will be made by the Governing Body on an annual basis.

5   Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy