

“Flourish for the future”



**ST MARY'S
CHURCH OF ENGLAND PRIMARY SCHOOL, WELHAM GREEN**

ACCESSIBILITY PLAN

July 2023 – July 2026

We are a welcoming Christian community where every child has the chance to flourish. We bring and share joy, inspire daily and creatively equip children for the future. We're thankful for all that God has provided; proud of where He has placed us; and excited about the potential to come.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and arrangements as specified in Schedule 10, relating to Disability, in relation to the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting on the Accessibility Plan over a prescribed period.

1. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. North Mymms St Mary's Primary School has high expectations for all of its pupils and expects them to participate and achieve in every aspect of school life. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We are committed to challenging negative attitudes towards disability and to further developing a culture of awareness, tolerance and inclusion.
2. This Accessibility Plan is drawn up to cover a three year period. The plan will be reviewed and updated annually.
3. The Accessibility Plan will contain relevant actions to:
 - ü Make reasonable adjustments to the physical environment of the school, physical aids to access education and the addition of specialist facilities where necessary.
 - ü Ensure access to the curriculum for pupils with disabilities to ensure that they are as equally prepared for life as pupils without disabilities, in line with the requirements of the Disability Equality Act. This includes the classroom curriculum and the wider curriculum of the school, such as participation in after-school clubs, cultural activities or school visits. It also includes the provision of specialist aids and equipment, where these will assist pupils in accessing the curriculum.
 - ü Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities, e.g. classroom hand-outs, letters, information about the school and school events. The information should be made available in the preferred format requested within a reasonable time frame.
4. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken at least every three years. As it may not be feasible to undertake all work during the life of a single Accessibility Plan, some items will roll forward into subsequent plans. The audit will be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
5. The School website will provide a link to this Accessibility Plan.
6. The Plan will be monitored through the Resources Committee.
7. The Plan may be monitored by Ofsted / HMI as part of the inspection cycle.
8. There will be a need for on-going training for staff and governors in order to raise awareness of disabilities and discrimination.

St Mary's CE Primary School Accessibility Plan 2023-2026

Improving Physical Access

Issue Identified	Action Required	Timescale	Person(s) Responsible
Ease of access for pupils/adults with physical disabilities	An Access Audit will be undertaken annually to identify any adaptations that may be required	June 2024	HT/SBM/Resources committee

Improving Access to The Curriculum

Target	Strategy	Outcome	Responsibility	Time-frame	Achievement
Increase and revisit staff knowledge and understanding about a variety of disabilities, and their impact on the child	Review the specific needs for any pupils who join with disabilities and / or complex medical conditions, and write individual health care plans where required. Additional training for specific needs as required, e.g. asthma, epi pen, complex medical conditions	Teachers are aware of needs / issues and make reasonable adjustments to ensure that disabled pupils are able to access to learning.	All staff/ SENCo	Annually, in June each year, via Annual Reviews /Education Health Care Plan reviews or as required Individual health care plans checked with parent and any external professionals every term (or more frequently if	Pupils with disabilities make at least expected progress in line with their academic abilities
Increase the awareness of class-based staff in identifying and responding to pupils who may have a disability.	Use of screening tools (with support of SENCo) to gather evidence about children where a disability is suspected. As required, monitor impact of intervention / support on outcomes.	Staff are able to identify children who may have a disability, e.g. hearing impairment, and put into place simple strategies to support child within class and other school settings in a timely manner.	All staff / SENCo	Ongoing	Staff have an understanding of what children with specific disabilities are likely to require Children who may have a previously undetected disability are identified and appropriate support put in place quickly

Visual and concrete supports are used to aid understanding and independence for all pupils, including those with disabilities	Use of visual timetables, prompts, schedules, objects of reference etc. to promote understanding and independence from adults, and reduce anxiety where required	Visual and concrete supports routinely used within class and as an integral part of lessons	All staff / SENCo	As required	Children with disabilities are supported in their understanding and independence without having to rely exclusively on adult support
All enrichment activities, e.g. trips, experiences, after school clubs, are planned to enable, where reasonable, the participation of all pupils	Planning and risk assessments take into account accessibility issues and comply with legislation. Reasonable adjustments, e.g. transport arrangements, are made where necessary	More pupils with disabilities will access enrichment activities	All staff/ SLT	Ongoing	Increase in access to enrichment activities for any and all disabled pupils

Curriculum reflects contribution of disabled people to society	Planning for connected curriculum incorporates positive links to the role contribution of disabled people in society, e.g. Stephen Wilshire, Ellie Simmonds, with an emphasis on abilities as well as disabilities. This may include visits from young people or adults with disabilities.	Children with disabilities will have positive role models to identify with Children without disabilities will have greater awareness of disabilities and be better prepared to respond positively to disabled people in school and in later life, e.g. if they become the parent of a child with a disability	All staff / SLT	Ongoing	Curriculum is meaningful and relevant for all pupils, including those with disabilities
Classrooms are organised to support participation and independence of all pupils, including those with disabilities	Class staff to plan and implement a preferred layout of furniture and equipment to support the needs of individuals within the class as required	Pupils with disabilities play an active and independent part in lessons without unnecessary disruption or embarrassment for them.	All staff/ SENCo /	As required	Pupils with disabilities are able to participate in lessons with increasing independence
Update staff of Autism and related dispositions.	SENCo, to support staff in identifying and meeting needs of pupils on autism spectrum	Pupils with autism are supported to regulate their emotional and sensory needs to increase their ability to access learning and support the development of social interaction skills	SENCo / all staff	As required	Pupils with autism, or who may be on the spectrum, make good progress in line with their particular profile.

Further develop governor awareness of issues relating to disability	<p>Governors to be aware of their responsibilities regards to disability and ensure all statutory requirements are met</p> <p>Governor with responsibility for SEND to meet regularly with SENCo.</p> <p>SEND report to governors at least annually.</p>	<p>Governing body fulfils its statutory duties and requirements</p> <p>SEND governor has overview of provision school is making for children / staff with disabilities and is aware of particular issues / needs pertinent to current cohort</p>	SENCo/ HT and SEN Gov	Ongoing	<p>All statutory responsibilities are met by governing body</p> <p>Governors, led by the governor for responsibility with SEND, have an overview of provision for disabled pupils and staff within the school</p>
Promote positive images of disability	<p>Rolling programme of events linked to Awareness.</p> <p>Links to wider school initiatives, e.g. Anti-Bullying Week as well as whole school ethos of inclusion.</p> <p>Disability awareness forms part of our PHSE curriculum. Assemblies on hearing and visual impairment have been delivered.</p>	Increased awareness and understanding of a range of disabilities within school	All staff, SENCo	Ongoing	<p>All members of school community, including those with disabilities, feel valued and play active part in school life</p> <p>Difference is recognised and celebrated</p>

Making Information More Accessible

Target	Strategy	Outcome	Responsibility	Time-frame	Achievement
Make available school newsletters and other information for parents in alternative formats when specifically requested by parents.	Admission form to be updated to include parental needs in terms accessing information	School will be able to provide written information in different formats when for individual purposes	Office/SLT	As required	Information to parents carers with disabilities more accessible
Written material available in formats, e.g. large print, audio, use of IT, when helpful for individual pupils	Regular reviews of needs of children with disabilities to include strategies to support access to written materials, e.g. class homework sheets	Children with will be able to access written materials used in class	all staff / SENCo	Ongoing	Children will be able to access written through reasonable adjustments
Visual supports are used to aid understanding and pupils, including those with disabilities	Use of visual timetables, prompts, schedules etc. to from adults, reduce anxiety and make expectations clear	Pupils less anxious and independent.	All staff	Ongoing	Children will be more independent and in control of their own