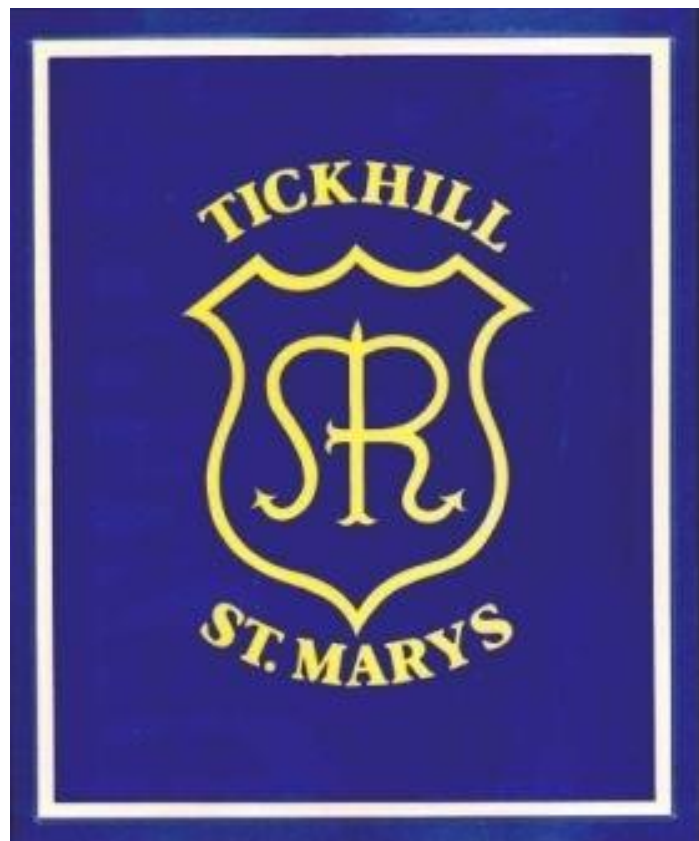


# St Mary's C.E. Primary and Nursery School



## Access Policy & Plan

*Growing together, learning together*

### **Monitoring and Review**

It is the responsibility of our Governing Body to agree and monitor our policies. The Curriculum and Standards Team has this responsibility, though the day to day management of it is devolved to the Head Teacher.

As with all our policies, this was developed following a period of practice and consultation before being presented for Governors' consideration.

Staff: October 2024

Governors: October 2024

*R Kendrew-Jones*

### **Mission Statement**

*'Here at St Mary's Church of England Primary School, through our Christian values, we aspire to nurture and educate the whole child: caring for their well-being, celebrating their individual talents and abilities whilst encouraging them to become lifelong learners. It is our aim that children, parents and school staff should work together towards this end.'*

### **Equal Opportunities**

At Tickhill St Mary's School we are committed to giving all our children every opportunity to achieve the highest of standards. We acknowledge the right of every individual to be treated fairly, with respect and to their individual needs regardless of appearance, age, race, gender identity, background, creed, attainment, ability or sexual orientation. We aim to fulfil this ideal through our policies and practice.

### **Christian Ethos**

Tickhill St Mary's School is a Church of England School and, as such, we ensure that the Christian ethos is central to all our policies and practice.

### **Safeguarding Statement**

St Mary's Primary School is committed to safeguarding the welfare of children and young people, and expects all staff to adhere to this commitment.

### **Introduction**

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

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This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have Special Educational Needs (SEN), but there is a significant overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school has to offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### **The Responsible Body**

The responsible body (the Governing Body) must prepare:

- an accessibility plan;
- further such plans at such times as may be prescribed.

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An accessibility plan is a plan for, over a prescribed period:

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—
  - (i) within a reasonable time, and
  - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement the accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

**The Statutory Policies for Schools (Sept 2014)** states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the Governing Body however, they are free to delegate the approval right to a committee of the Governing Body, an individual governor or the Headteacher.

**Other relevant legislation, regulations & guidance:**

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES "*Accessible Schools: Planning to increase access to schools for disabled pupils*"

Health Standards (England) Regulations 2003

**The School's Context**

We are a Church of England voluntary aided school for children aged 3 years to 11 years. The school comprises of 2 buildings covering a large site; one building has one storey and the other has two storeys.

### **The School's Aims**

*'Here at St Mary's Church of England Primary School, through our Christian values, we aspire to nurture and educate the whole child: caring for their well-being, celebrating their individual talents and abilities whilst encouraging them to become lifelong learners. It is our aim that parents, children and school staff should work together towards this end.'*

### **Formulating our Accessibility Plan**

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- SEN Governor
- Headteacher
- SEN Co-ordinator
- Bursar
- Child

### **Process**

Our accessibility plan has been developed as follows:

1. Access audit and review of current activities completed
2. Actions to eliminate barriers identified (with short-term, medium term and long term targets)
3. Goals and targets set which can be measured & include time frames
4. Consultation with school staff, governors and other bodies i.e. parents/ carers,
5. The plan's contents checked
6. Publication of the plan
7. Implemented the plan and allocated adequate resources
8. Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children feel safe and valued;
- promote understanding of disability and work to show positive role models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

### **Accessing the School's Accessibility Plan**

Our Accessibility Plan will be available to view on our website ([www.tickhillstmarys.co.uk](http://www.tickhillstmarys.co.uk)). A paper copy will also be available from the school office.

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**Other School Policies & Documentation**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Single Equality
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy and the school's SEN Information Report
- Behaviour
- School Improvement Plan
- School Prospectus and Mission Statement

The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

**AUDITS & ACTION PLANS**

**Access Audit**

**Date: 02/09/2024**

**Lead member of staff: Mrs Helen Kabesh**

**Section 1** The school can deliver the curriculum to all children. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children. Staff are confident about meeting the needs of children with a disability.		x		Confident with the children we presently have. More training would be required should a child with a more pronounced disability joined us.

Written by H Kabesh  
Approval date: October 2024  
Review date: Spring 2027

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All school staff and the governors have had access to training on disability equality and inclusion.		x		Some training undertaken in this area.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children.	x			Our classrooms are constantly evolving.
Positive images of people with different abilities are apparent in the classrooms and the school generally.		x		More could be done in this area. Book are carefully chosen to reflect the whole of society
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children.	x			Our curriculum is currently fully inclusive. If a child with a more pronounced disability joined us then alternative forms of the curriculum would be provided. Currently every aspect of the curriculum is made accessible to all pupils in attendance
Lessons are responsive to diversity. Lessons allow children to work individually, with a partner, in groups and as a whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	x			Children work in many different ways at school – individually, in pairs, small groups and whole class. Peer support is encouraged across the curriculum.
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.	x			This is good basic classroom practice.
Staff recognise and allow for the mental effort/additional time required by some disabled children, e.g. using lip reading, processing time for children on the Autistic Spectrum Disorder (ASD) Spectrum.	x			Good classroom practice
When renewing computer hardware/software, machines and materials are chosen to support children with a disability, e.g. vocalising braille, touch screen, assistive technology.		x		Currently, this level of software/hardware is not required. Where needed, items such as e-readers have been utilised.

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Provision of laptops is considered to aid recording and / or communication.	<b>x</b>			Yes. Use of software such as Flip Grid for children and staff
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	<b>x</b>			Yes
The school links with other schools to share good practice.		<b>x</b>		Termly pyramid meetings are held to discuss all vulnerable children
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.		<b>x</b>		
Access arrangements are used when appropriate to support children with accessing assessments.	<b>x</b>			Yes
The school signpost children, young people and families to further support e.g. Together Information Exchange, Autism and Social Communication and Education Training Service (ASCETs), Autism Family Practitioners, Support, Advice, Information Doncaster, Special Educational Needs (SAIDSEND), Intensive Family Support Service (IFSS).		<b>x</b>		Some support services signposted on our website
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.		<b>x</b>		Particular interest but not promotion

**Section 2:** The school is designed to meet the needs of all children.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children, including wheelchair users.		<b>x</b>		Upstairs in KS2 is not accessible
In considering the school budget there is a clear plan to improve access and resources for those with a disability.		<b>x</b>		When necessary
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.			<b>x</b>	Capital works are not part of the School Improvement Plan

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The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.				We have no specialist equipment
Emergency and evacuation systems set up to inform all pupils including children with SEN, including alarms with both visual and auditory components.				No visual components to fire alarm
Personal Emergency Evacuation Plans (PEEPs) are in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.	x			Plans are updated each year by the new teacher due to different staff and classrooms
With regards to ' <i>Supporting pupils at school with medical conditions (2014)</i> ', there is a policy in place for the effective and safe administration of medication.  Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children taking medication, those with limited toileting training.	x			
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.	x			
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.		x		Adjustments are made to accommodate all staff members of staff
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for Hearing Impaired (HI) children and advice sought from other agencies to take appropriate measures in the classroom.	x			
The décor and / or signage is not confusing or disorientating for children with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children. Labels and signs are presented pictorially and in written form if needed for people with a disability.	x			This is good classroom practice.

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**Section 3:** The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for current children and prospective children who may have difficulty with forms of printed information.				If necessary. Visual timetables used.
Information is presented to groups in a way which is user friendly for all e.g. reading aloud, overhead projections and describing diagrams.	x			
ICT facilities are used to produce written information in different formats as appropriate.				Website/ paper copies
Staff are familiar with technology and practices developed to assist people with disabilities.  External agencies have raised staff awareness i.e. Vision Impaired (VI), HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...			x	No training received
There is an effective process to deal with both complaints and positive suggestions from the parents of children with a disability.	x			

**Access Planning Template for Period 2024/25**

**Lead member of staff: Rebecca Kendrew-Jones Date: 19/09/2024**

**Date of Review: 19/09/2024**

**Name of Reviewer: Helen Kabesh**

The main priorities in our access plan focus on:

Written by H Kabesh  
Approval date: October 2024  
Review date: Spring 2027

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- Increasing the extent to which children with additional needs can participate in the school curriculum.
- Improving the delivery and recording of information that is provided in writing for children with any additional needs

Tickhill St Mary's will monitor the implementation of the plan and keep under review the access needs of the school.

**(SCHOOLS TO POPULATE THIS TABLE AFTER COMPLETING AN ACCESS AUDIT)**

	<b>Focus/Objective</b>	<b>Action</b>	<b>People Involved</b>	<b>Timeframe</b>	<b>Cost</b>	<b>Outcome/Review Evaluation</b>
<b>Short Term</b>	To ensure that tool kits are available for those who require them.	The appropriate support equipment should be in place to help pupils access their learning.	<i>Class teachers</i>  <i>1:1 Support staff</i>  <i>SENCO</i>	<i>To be completed for end of 2024</i>	Production of materials and resources.	<i>Resources are available throughout each year which children are familiar with. Materials for sensory needs are discussed with parents and outside agencies such as the EP in order to find what best suits the child.</i>
	To ensure that all staff have a solid knowledge and confidence of teaching young people with a range of needs, difficulties and disabilities.	Staff training will be accessed on an individual basis dependent on needs.	<i>Class teachers</i>  <i>SENCO</i>	<i>Throughout academic year 2024-25</i>	Cost of course and training materials	All staff have a shared knowledge of meeting SEND needs, focussing on disabilities. This includes SEND Code of Practice updates, etc. which incorporates disability equality and inclusion.

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<b>Medium Term</b>	To have IT equipment which can support young people with a range of needs, responding at this time to the needs of those currently on roll.	As IT equipment is renewed, machines and software are chosen to support a range of needs.	Head teacher Class teacher SENCo	2024-25	Purchases discussed on an individual basis	Pupils with an impairment or disability can access all class information and documentation alongside their peers using the best format to meet their needs. Pupils can record their answers using other means than hand-written.
	To have visual representations of people from different cultures, needs and abilities as part of regular resources, materials and displays.	All new resources will have as a priority that they contain images of all cultures, needs and abilities.	All staff	<i>On going</i>	Discussed on an individual basis	Having people with different needs and abilities as part of the community should become an intrinsic part of our school life, rather than the exception.
<b>Long Term</b>	<i>School plans to improve access to designated areas over successive financial years.</i>			2024-24		

**Access Plan for Period 2024-25 (continued)**

**Additional Views from Consultation**

*Insert any other views of those consulted during the development of the plan.*

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**Checking the School's Access Plan**

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

**Lead member of staff: Rebecca Kendrew-Jones Date: 19/09/2024**

**Period of Plan being checked; 2024-25 to 2025-26**

Does the plan cover;	Yes/ No	Comments
Access to the Curriculum?	Y	
Access to the Physical Environment?	Y	
Auxiliary aids and services?	Y	
Teaching and learning practices?	Y	
Staff training?	Y	
Culture and ethos?	Y	
Provision of written information?	Y	
<b>2. Are there targets that are;</b>		
Short term?	Y	
Medium term?	Y	
Long term?	Y	
<b>3. Are there clear strategies to ensure targets fulfilled?</b>	Y	
<b>4. Are there clear outcomes linked to the targets?</b>	Y	
<b>5. Is there a realistic time frame?</b>	Y	
<b>6. Are there indications as the resourcing of the plan?</b>	Y	

**Recommendations**

*Insert any recommendations made as a result of the checking exercise.*