



Accessibility Plan Sept 22-Sept 25



DIOCESE OF SOUTHWELL
& NOTTINGHAM
MULTI ACADEMY TRUST

This policy is drawn up in compliance with the current legislation and requirements relating to disability; [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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. At St Marys we are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Our vision is founded upon the inherent dignity of all as children of God; this underpins our practice.
2. St Marys School plans to maintain the accessibility of provision for all pupils, staff and visitors to the school.
3. An accessibility plan will be drawn up to cover a three- year period. The plan will be updated annually.
4. The accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility plan and therefore some items will roll forward onto subsequent plans. The audit will be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to the matters relating to Access".
7. The School's complaints procedure covers the Accessibility Plan.
8. Information about our Accessibility Plan will be published in the Governor's Annual Report.

9. The Plan will be monitored through the appropriate governors committee.
10. The Plan will be monitored by Ofsted as part of their inspection cycle.
11. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

St Marys CE Primary School Edwinstowe Access Audit - St Marys CE Primary School

An access audit was carried out by the governors and the following recommendations made:

Ref:	Item	Activity	Timescale	Cost - £
Improving Physical Access				
1	DISABLED TOILET	To ensure that our disabled toilet is kept clear of clutter and is not used as a storage area. This will allow the facility to be used by disabled visitors to the school and any future disabled pupils.	Ongoing	NIL
2	CORRIDORS AND WALKWAYS	Ensure that corridors and walkways around the school are kept clear of clutter and that pupil coats/bags are on pegs and not on the floor. This will allow for easy access around the school site.	Ongoing	NIL
3	SIGNAGE	Maintain existing clear signage around the school.	Ongoing	NIL
Improving Curriculum Access				
1				
2				
3				
Improving the delivery of written information				
1	Availability of written material in alternative formats when requested	School office to be aware of alternative methods of providing information when required.	When required	
2	Awareness of good communication systems	Raise awareness of adults working in school and for the school on the importance of good communication systems.	Ongoing	

Objective: to ensure that all pupils have the same opportunities Access for all through support from staff and outside agency involvement			
	Leads	Action	Monitoring
Sensory and concentration difficulties	SENCo; TAs; class teachers; Sherwood Area Partnership; NCC Support to schools	Support from Sherwood Area Partnership; adaptations to learning environment; use of learning aids e.g. wobble cushions	Review of support plan; report from SENCO/ SENCO partner.
Coordination difficulties	Occupational Therapist/Physiotherapist/SENCo/TAs	Parental consent/Referral to occupational therapy department if appropriate through observations	Participation in funfit programme; dough disco; squiggle whilst you wiggle; actions as advised by occupational therapist
Behavioural support	SENCo; TAs; class teachers; Sherwood Area Partnership; NCC Support to schools	Support plan with regular review; PEEP if needed; work with Sherwood Area Partnership; review of CPOMS incidents; work with ELSA as appropriate	Review of support plan; review of CPOMS incidents; parental consultation
Physical disability	All staff; physical disability support services	Staff training as necessary; audit of physical environment as necessary; PEEP	Liaison with outside agencies; pupil and parent voice
Speech and language	All Staff/Speech & Language therapist.	Parental consent/Referral to Speech and language services	Intervention programme records; reports from SALT visits
Selective non-speaker	Class teacher/speech & language therapist/ Educational psychologist	Parental consent/referral to Speech & language/Ed Psychologist for observations	Report from SALT and Educational Psychologist; review of support plan.
Medical diagnosis	physical disability support services/School nurse/Other relevant medical professionals	Staff training as appropriate; care plan; personal and intimate care plan and procedure; PEEP	Class teacher; head teacher; close links with parents
Delayed educational development	Class teacher/ SENCo/ SFSS/Medical professionals.	Parental consent; referral as needed; support plan as needed	Review of support plan; observations; reports from SFSS

Objective: to ensure that all pupils have the same opportunities Classroom, written word and curriculum access			
Action	Leads	Achieved through....	Monitoring
Identify additional needs of pupils	Class teachers, TAs, Parents, SENCO	Appropriate assessments are in place for all; Regular tracking	Data tracking systems; ;learning walks; pupil voice
All work to be differentiated to ensure all children can achieve.	All Class Teachers supported by SENCo.	Regular work scrutiny/samples.	Head Teacher/subject co-ordinators
Use technology to enhance learning: Coloured backgrounds on interactive whiteboards, overlays for reading, talking tins, tablet / laptop	All Teaching/support staff	Work/classroom practice scrutiny; pupil voice	Head teacher; SENCo learning walks
Use grouping of children: Identify specific needs and decide which programme will be followed.	Individual class teachers/ Teaching assistants/ SENCo.	Analysis of tracking system; Appropriate groupings/monitoring of the provision provided. SEN support records.	SENCo learning walk; pupil progress meetings
Ensure all written work can be read; use appropriate font on work sheets/coloured sheets if appropriate/appropriate writing implements e.g. triangular pencils/pens	All Staff; English Co-ordinator.	Provide appropriate materials for each lesson.	Lesson observations; pupil voice
Ensure that all children know their individual targets	All Class Teachers	Talk through individual targets; for pupils on individual plans, include pupil and parents in target setting and review meetings	SENCo/SENCo Support TA; pupil voice evidences pupils are aware of next steps and how they will get there.
Use concentration Aids e.g. bands and lesson chunking	Class teachers	Staff training as appropriate;	Head teacher; pupil voice; pupil progress meetings
Display visual timetable to reduce anxiety over outline of the day	Class teacher	Whiteboard/ display space; adapt for individual e.g. 'now and next' as appropriate	Learning walk; SENCO discussions; pupil voice
Use quiet area in the classroom for pupils to withdraw to as needed	Class teachers; SENCO	Liaison with SENCo; Sherwood area partnership as needed	SENCo audit of classroom provision; review of usage; pupil voice
Use signs and symbols as appropriate	All staff	Staff training as needed	SENCO monitoring; report from outside agencies re inclusivity
Adapt assessments in line with government guidance: scribe; transcripts; additional time; coloured paper	Class teacher	Access to government guidance materials; apply for modifications as appropriate	SENCo; Head teacher
Provide support for children with EAL – additional reading sessions/language cards (if appropriate)/relevant support staff	Class teacher; TAs	Liaison with external support as needed; use of picture cards; translate programmes; bilingual books	Head teacher learning walk; analysis of tracking system

AIM	CURRENT SITUATION	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • Termly health and safety visits include ease of access and egress • School is single-site • Corridor is wide enough for wheelchair access • Lighting on driveway is monitored • Car park is adjacent to reception area • Seats are reserved for disabled audience members in school performances 	<p>Ensure site remains safe and accessible to all</p> <p>Long term</p> <p>Improve access to class 2 from outside</p> <p>Upon completion of class 2 outside learning environment, ensure includes ramp access</p>	<p>Ongoing: Termly site checks</p> <p>Review of care plans and PEEPS</p> <p>Liaise with outside agencies re installation of ramp/ disabled access</p>	<p>H&S governor; head teacher</p> <p>Headteacher</p>	<p>ongoing</p> <p>Spring 25</p>	<p>Site checks confirm safety and accessibility</p> <p>Ramp access in place.</p>

Monitoring and review:

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives statement for publication
- Special educational needs (SEN) information report