ST MARK'S C OF E ACADEMY ACCESSIBILITY PLAN 2023 - 2024

Review Frequency	Annual
Reviewed	Spring 2023
Next Review Date	Autumn 2024
Approved	Autumn 2022

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Change Log

Date	Changes to Policy
Autumn 2022	Amended to change to Academy status and now part of the Learning Academy Partnership.
Spring 2023	Updated to include 3 x appendices (action plans)

Contents

Disability Policy and Accessibility Action Plan

The Disability Discrimination Act 2005 required all public authorities, including schools, to produce and publish a Disability Policy and Accessibility Action Plan. The purpose of this is to improve equality of opportunity for all disabled people using public facilities. St Mark's Disability Policy and Accessibility Action Plan will demonstrate how we as a school will ensure that the requirements of the Disability Discrimination Act 2005 are met.

Senior member of staff responsible: Head Teacher – Tanya Clark
Designated member of staff: SENDCo – Lucy Clark

Introduction

St. Mark's C of E Academy is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery.

This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical, mental or emotional impairment.
St. Mark's C of E Academy recognises that 'disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole'.

What do we understand by 'disability'?

> *'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities' (DDA 1995 Part 1 Para. 1.1)*

Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act. Behavioural difficulties arising from physical or mental impairments or from mental illness are also included.

Our definition of people with disabilities includes, but are not exclusive of, those with hearing or visual impairment, Spinal Muscular Atrophy, mental health issues and incontinence. People with ADHD and Autistic Spectrum Disorders. Medical conditions such as severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy and Lupus. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders and emotional crisis are all recognised.

Also, if a person has been disabled in the past (for example, people who have recovered from Cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

This Disability Policy sets out the ways in which St. Mark's C of E Academy will meet its general and specific duties.

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

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St. Mark's C of E Academy endorses an Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

The production of this Disability Policy provides us with a framework for integrating disability equality into all aspects of school life.

By challenging any negative attitudes to disability, we will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act.
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

Gathering information from disabled pupils, staff, parents, carers and people from the wider community using the school.

The school will seek to gather information from people with a disability by consulting with parents and pupils to encourage disability disclosure and reduce the number of 'unknown' disability status and ensure equality of educational opportunities and achievement for pupils.

Disability equality issues are explicitly addressed in all policies through the normal review process.

Arrangements for publication

- All staff and governors will read a copy of the Disability Policy and Accessibility Action Plan
- The policy and its implications will be explained to staff via inset and staff meetings
- Communication of this policy to pupils will be via assembly, PSHE and RSHE programme, the School Council and the curriculum
- Parents/carers will be informed of the policy through the school website and newsletters. The full version of the policy will be available to all parents via the school website or upon request a paper copy from the school.
- Arrangements will be made to modify, enlarge and/or communicate this policy in other formats upon request

Contextual Information

St. Mark's C of E Academy is a single storey building with disabled access to the school buildings and playgrounds. The main entrance is wide enough if both doors are open, however there is a small threshold which needs support to be accessible for a wheelchair user or by someone using crutches or with leg callipers.

The main entrance allows access to the main school.

Our Visitor's toilet is accessible for wheelchair users and also includes a disabled shower room.

Access through the school to KS2 classrooms is accessible for wheelchair users. There are no thresholds. However, there is no access to the KS1 classroom as there are steps up to this area.

Playgrounds: access from playgrounds back into the building would need to be via the main entrance doors. Access to the field at present would be tricky as there is no designated flat path. Access to the Forest School area on the lower field would not be possible at present.

At present we have no wheelchair dependent pupils, parents or members of staff. The school has children with a range of disabilities to include moderate and specific learning disabilities. A few children have identified dietary needs or allergies which are managed in school through access to food or through the use of Epipens in the case of Anaphylaxis. We also have children with Asthma, breathing difficulties and other medical conditions which are managed within school and staff awareness.

Staff Training
- All staff have a basic level of SEND training.
- All staff have annual Safeguarding training which is refreshed throughout the year through staff meetings and staff briefings.
- Prevent training is carried out annually, but also with reminders throughout the year.
- 2 TAs have Trauma Informed Schools (TIS) training
- We have staff trained in Paediatric First Aid

This policy will be reviewed annually or in response to government changes in legislation.

School Accessibility Checklist

School /academy name	St. Mark's C of E Academy
Academy or LA maintained	Academy
Academy / Trust name	Learning Academy Partnership

Car park	
Does the school car park have wheelchair access (dropped kerbs) to the pavement?	Yes
How many disabled parking bays do you have?	One bay available; however, there is ample space which can be adapted if needed.

General site access	
Is there level or ramped access to the main school building which is suitable for a wheelchair?	Level access
Does the main school entrance have power assisted doors?	No but can be opened wide
Are there any other doors in the school with powered openers?	No
How many classrooms does the school have in total?	4
How many of these classrooms are accessible from the main entrance to the school building?	3
How many classrooms are in external accommodation? (e.g. Elliott/ Portakabin)	1
How many of the external classrooms have ramped or level access suitable for wheelchair use?	1

Toilets / Hygiene rooms	
Does the school have any accessible toilets and if so, how many? (See note 1 below)	The visitor/disabled toilet
Do you consider the accessible toilets to be of an appropriate standard / compliant based on note 1 below?	Yes
Does the school have a hygiene room with shower? (See note 2 below)	Within the visitor/disabled toilet
Do you consider the hygiene room to be of an appropriate standard / compliant based on note 2 below?	Within the visitor/disabled toilet
Are any of your accessible toilets / hygiene rooms equipped with height adjustable changing beds ?	no

Hoists	
Does the school have any hoists and if so how many?	no
Which rooms are the hoists situated in?	NA
Are the hoist(s) any of the following:	NA

Mobile (on wheels)	NA
Ceiling track hoist - fixed	NA
Ceiling track hoist – moveable (H track)	NA

Specialist teaching equipment	
Does the school have any height adjustable desks?	No
Does the school have any height adjustable science / DT equipment such as food technology?	No
If yes to either of the above, please confirm which classroom types they are located in.	

Playground / playing field	
How many formal hard play areas does the school have?	1
Do the hard play areas have level or ramped access?	Level access to the front door main entrance
Does the school have its own playing field with level or ramped access?	Own field but current access is not flat, no designated path.
Does the school have an offsite playing field with level or ramped access?	No

Lifts	
Does the school have any lifts which are either dedicated to wheelchairs or conventional passenger lifts, please confirm the type and number below:	No
Fold up / down wheelchair stair lift	No
Small vertical wheelchair platform lift (box type)	No
Conventional passenger lift	No
Are any of the above not able to cope with the weight of a disabled person and their wheelchair causing breakdowns?	No

Hearing/Visual Impairment	
Does the school have any of the following and approximate quantity of each (all, some, none)	
Contrasting doorframes	No
Coloured handrails	No
Coloured steps	No
Tactile paving	No
Hearing loops	No
Soundfield systems	No

Accessibility plan / strategy	
Does the school have an up to date Accessibility Plan?	Yes 2022
Please confirm the date of the last time the plan was reviewed / adopted?	January 2022
If you plan relates to more than one school site (MAT), do you have site specific action plans?	NA

Form completed by (print name)	Tanya Clark and Lucy Clark
Job role/ title	Headteacher and SEND
Signature	
Date	December 2022

List of Appendices

Appendix 1   Action Plan – Increasing Access for disabled pupils to the Curriculum
Appendix 2   Action Plan – Increasing access for disabled pupils to the physical environment
Appendix 3   Action plan – Improving the delivery of written information to disabled pupils

Appendix 1

Increasing access for disabled pupils to the curriculum

Target	Action	Resources	Outcomes	Time
Curriculum adjustments ensure fair access for all	Consider needs of all pupils when planning lessons, adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc With consideration for those children with general and specific learning difficulties. Ensure staff have access to the inclusion data of pupils for who they teach to ensure they can plan and deliver to meet their needs	Equipment and resources	All pupils access the curriculum. Structured conversations as appropriate with parents and carers.	As required to meet need
Ensure teaching and learning methods and environment supports pupils with hearing impairment	Quiet classrooms, child facing teacher, clear enunciation. Support as required.		Progress confirmed by observations and formal assessment	As required to meet needs.
Ensure teaching and learning methods and environment supports	Pupil faces teacher, glasses worn. Modified print		Progress confirmed by observations and formal assessment	As required to meet needs

pupils with visual impairment				
Ensure teaching and learning methods and environment supports pupils with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations	Additional support as required	Progress confirmed by teaching assessment and achieving targets	As required to meet needs
Ensure teaching and learning methods and environment supports pupils with diagnosed medical conditions	Accessibility of medication. Awareness of staff when planning activities	High quality IWB and projectors	Pupils able to access all activities	As required to meet needs
Update curriculum and general policies	Rolling programme of policy review to ensure that policies are up to date and comply with legislation	Senior Executive Meetings, Senior Leadership and staff PDMs	Policies reflect the Trust's commitment to removing barriers to learning.	Ongoing
Prepare a response programme of training for all staff to meet requirements of disabled pupils	Ensure SENCo fully trained to be responsive to needs that may arise	CPD/training	SENCo able to disseminate good practice and information to all staff	Ongoing
To use external services to support pupils with a disability.	Access external services for advice and support and then to provide ongoing advice and support as required	Time: for staff to liaise with specialists Financial: purchase of specialised equipment as required	The environment is appropriate, and staff are well prepared to meet the needs of a pupil with a disability. Staff have greater understanding of disability issues.	Ongoing
Provide training for staff.	Staff attend relevant courses, SENCO to have an overview of the	Financial – cost of CPD	Staff are deployed effectively and have high expectations of	Ongoing

	needs of disabled pupils. Share successful practice within the academies.		disabled pupils. Raised awareness of the learning needs of pupils with a variety of disabilities/special needs	
Develop a range of learning resources.	As resources are updated, ensure they will meet the differing needs of pupils.	Cost of new resources and materials.	Pupils with disabilities have access to appropriate curriculum materials.	Ongoing
Ensure venues for school trips are suitable	Pre-visit assessment of suitability- transport, access, toilets		Equal opportunities for Children with disabilities to participate in off-site activities.	
Classrooms optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of equipment and furniture and equipment to support the learning process in individual classes.	Use visual timetables	Children have ready access to a range of resources. Sessions start on time without the need to make adjustments.	
Extracurricular activities planned to ensure participation by all	Review extracurricular provision regularly. Preparation meeting with parents/carers to make all necessary additional arrangements		Out of school activities will be conducted in an inclusive environment	As required in response to pupil need
Review staff deployment	Establish timetables to provide support for pupils	Overtime/additional hours as required	Support available during key times when individuals may need support	Ongoing

Appendix 2

Access Plan: Part 2

Increasing access for disabled pupils to the physical environment

Target	Action	Resource	Outcome	Time
Access: To be aware of the access needs of all pupils/staff/trustees/ parents and carers. Ensure all staff and trustees and other volunteers/visitors to the academy are aware of access issues	Gather data around access needs at the point when a child begins at an academy Create access plans for individuals as required Reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy. Include an accessibility plan as part of induction		Individual, relevant and current information is gathered and shared as required so that all needs are met.	Annually or as required
Ensure everyone has access	Ensure that nothing is preventing access for all	Caretaker/staff daily checks to ensure entrances are clear of obstruction	All visitors feel welcome	Ongoing
Improve access to site	Ensure pathways are gritted and ice free	Caretaker time	Paths accessible and safe	As required

	Check exterior lighting is working on a regular basis		Improved safe access for pupils, parents, staff and visitors	
Exits Ensure all disabled or impaired pupils, staff visitors can be safely evacuated	Ensure there is a personal emergency evacuation plan (PEEP) for disabled pupils		Pupils and staff are safe	As required
Ensure the buildings remain full accessible and compliant in line with the Equality Act and DDA Regulations	Ensure building and maintenance works are fully compliant with the Equality Act and DDA Regulations in relation to access e.g ramps, visual alarms etc		Wheelchair access to majority of building including DDA toilets and a learning space	As works are undertaken
Each academy will undertake Fire Safety risk assessments. Fire equipment is regularly checked and maintained.	Ensure staff are fully trained and aware of their duties		All staff and pupils have safe independent exits from sites	Daily

Appendix 3
Access Plan: Part 3
Improving the delivery of written information to disabled pupils - The LAP Academies

Target	Action	Resources	Outcome	Time
Availability of written materials in different formats	Use a variety of formats for communication, including text, email. Ensure parents/carers are aware that communication can be provided in alternative formats	Administration time	The academy will be able to provide information in different formats. Parents and carers become aware.	Ongoing
Make available academy publications in alternative formats	Review all publications and provide in format required	Administration time	Information available for all in different formats and electronically	Ongoing
Academy moves towards electronic publications including reporting	Methods explored and considered for each academy		Head of Academy and Senior Staff become knowledgeable about possible outcomes	
Website is compliant with statutory regulations	Dedicated staff member to update and maintain websites	Administrative time	Information available to all electronically Compliant	Ongoing
Ensure information in SEN reviews is accessible to all parties	Provide a choice of formats for parents and carers.		Parents and carers have choices about how they are communicated with and how they provide their points of view	Ongoing