

St Mark's CE Primary School

Love and Respect: onen hag oll (one and all)

Accessibility Plan 2020-2023

Updated 13/01/2022

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

The Equality Act 2010 says that a person has a disability if they have a physical or mental impairment and that the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
 - Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
 - The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- We promote activities which celebrate our common experience as well as those that recognise diversity, fostering understanding and respect for the culture and belief of all our learners and their families.
- We encourage all learners and their families to participate fully in all aspects of school life as appropriate.
- Collective worship, although Christian in nature, is accessible to those of all faiths and none (parents and pupils have the opportunity each year to comment on this on the questionnaires).
- We monitor the number of boys/ girls who access the after school activities.
- Mindful of the fact that we are predominantly a female staff, we will continue to ensure that children have the opportunity to work alongside good male role models.
- When purchasing books, ensure that different cultures/ faiths/ genders and races are represented and celebrated.
- Disability sports is regularly on offer as an after school PE activity.
- We regularly challenge and discuss stereotyping as it arises, for example in texts we are reading.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- The school has a toilet and shower adapted for use by children/ adults with disabilities;
- The car park has a clearly designated space for use by those with disabilities;
- There is a ramp to the rear of the school;
- There is a ramp at the main front door to aid wheelchair access.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

- School adapts provision to meet the needs of pupils using software and adapted provision eg organisers sent home.
- If needed, information will be available in a variety of formats.

Financial Planning and control

The headteacher, SENDCo and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To ensure SEND Information report published online and updated regularly.	Regular updating of report as soon as changes occur.	SENDCo Headteacher	Long	Last updated Jan 2021	Ongoing

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Install a permanent ramp to the main front doors of the school to aid wheel chair access	Liaison with external contractors.	Headteacher	Medium	Completed Spring 2016	Achieved

Ensure that the disabled parking bay is kept clear on school function nights (e.g. concerts)	Cones to be put out when needed.	Headteacher SENDCo	Long	On-going	Ongoing
Purchase a Junior Seat Wedge to support a child physical needs when sitting down.	Office to purchase	SENDCo	Medium term	March 2019	Achieved
Purchase a Wobble cushion to support a child physical needs when sitting down.	Office to purchase	SENDCo	Medium term	Dec 2021	Achieved
Purchase Phonics ACE dictionary (Dyslexia friendly book)	Office to purchase	SENDCo	Medium term	Oct 2020	Achieved
Purchase Collins Spell Checkers x2	Office to purchase	SENDCo	Medium term	Nov 2020	Achieved
Purchase Stabilo pens and pencils (to support grip)	Office to purchase	SENDCo	Medium term	Dec 2020	Achieved
Purchase Nessy Programme to support children with	Office to purchase	SENDCo	Medium term	May 2020	Achieved and regularly reviewed/updated.

Dyslexia and other reading/phonics difficulties.					
Purchase reading overlays to support children with Dyslexia.	Office to purchase	SENDCo	Meduim term	Oct 2021	Achieved
Doodle maths and English Programme to support ASD/Dyslexic children working from home.	Office to purchase	SENDCo	Short term	Dec 2020	Achieved and regularly reviewed/updated.
Purchase 2 x dictaphones to support children with Dyslexia	Office to purchase	SENDCo	Short term	July 2021	Achieved

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Accessibility of school trip for children who have mental health difficulties.	Support parents and children to be able to take part	Headteacher and lead teachers on trip	Short	Througho ut Summer term 2020	Ongoing

Training for staff to support pupils with medical needs	Epipen Training – with School Nurse	Headteacher	Medium	November 2020	All staff will know where to find Epipen and the procedure. General reminders needed throughout school year.
Purchase surf lessons as an alternative provision for PE.	Office to purchase.	SENDCo	Short	June 2021	Achieved

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Training for staff to support pupils with ASD	Autism Training – Whole school CPD with Dawn Leighfield.	Headteacher/ SENDCo	Medium	Jan 2021	Delayed due to Covid – will be rescheduled later in year. For all staff.
Increase confidence of all staff in differentiating the curriculum to support pupils with ASD.	Assign CPD for ASD (strategies to support ASD pupils to engage in the classroom) – Spring 1 2018 with Amanda Burgess.	Headteacher SENDCo	Medium term	One Staff Meeting. Strategies to be implemented by teachers to improve	Staff confidence in strategies for differentiation and increased pupil participation.

				Quality First Teaching. 2018	
Training for staff to support pupils with Dyslexia	Dyslexia Training	SENCo	Medium	December 2020	Main teaching staff trained in supporting children in the classroom who have Dyslexia. SENCo attended Dyslexia in the Classroom CPD (Oct 2020)
To ensure two staff members trained in Trauma in Schools.	Staff members identified. Course booked.	Headteacher	Medium term	Sep 2018 then termly supervision and annual CPD. (updated Jan 2022 – this continues to be in place)	Used to support children with social and emotional support and mental health well-being. Kate and Rachel continue to refresh CPD and have termly supervision
To ensure that one staff member has Boxhall Profile Training	Staff member identified. Course booked.	Lucy Clark Rachel Heywood	Medium term	July 2019	Used to support children with social and emotional support and mental health well-being.

					The person who qualified has also delivered CPD to other staff members so that they can access resource.
To ensure that one member of staff attends Lead Professional Training	Staff member identified. Course booked.	Headteacher Dawn Leighfield	Medium term	Nov 2019	The 'Lead Professional' (LP) is a role that is central to the successful implementation of the CAF. This person acts as the family's main contact and ensures that they are fully involved in the process and provided with a coordinated package of support.
To purchase books for use to support children with social and emotional needs.	SENDCo to identify appropriate resources.	SENDCo	Medium term	April 2020	

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Train member of staff to be Autistic Champion.	Shared strategies with other school staff to help support children with ASD or who would benefit from ASD support.	Dawn Leighfield	Medium term	Autumn 2 2018	Children and staff will benefit from effective strategies.
To ensure teaching staff are trained in Occupational Therapy Virtual Kid Skills Workshop.	SENDCo to lead CPD using Occupational Therapy Team training materials.	SENDCo	Medium term	Jan 2022	Children and staff will benefit from effective strategies.