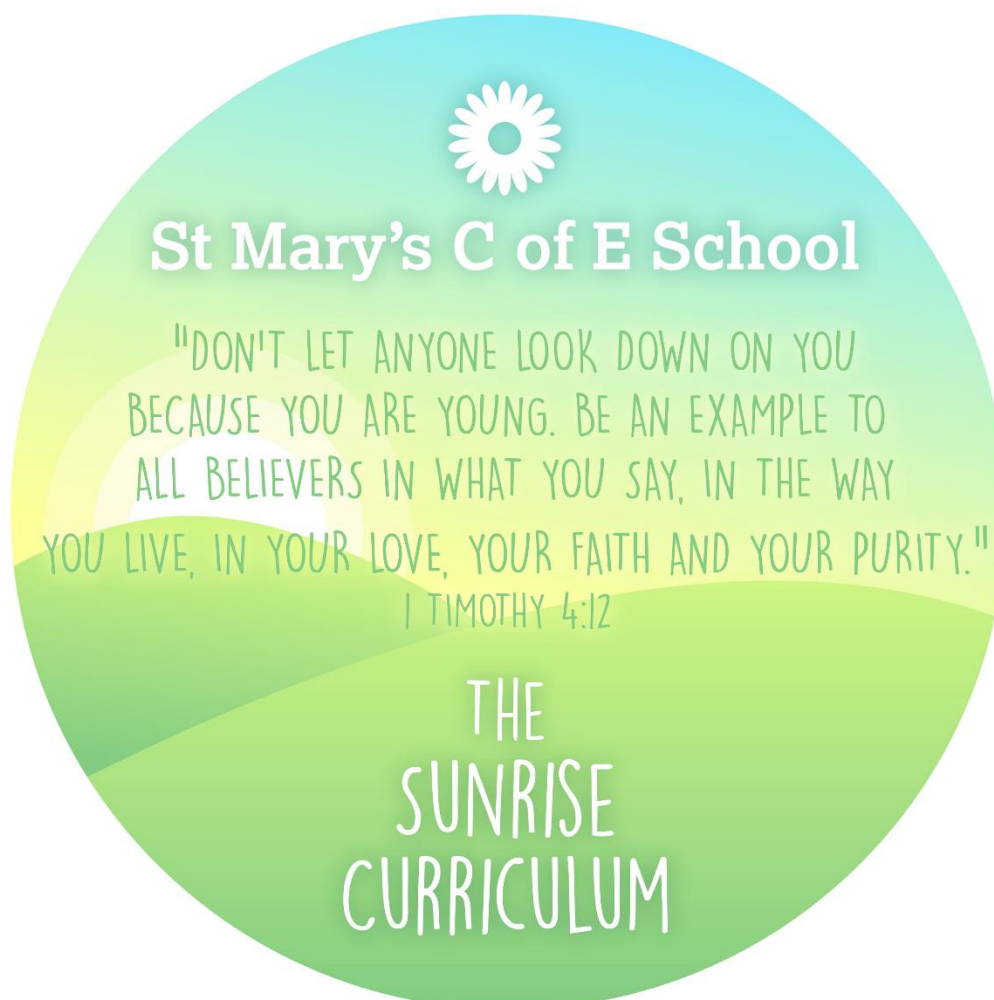


ACCESSIBILITY PLAN



<i>Approved by:</i>	<i>Full Governing Board</i>
<i>Next Review Due By:</i>	<i>December 2023</i>

Introduction

'I need to be me and learn my own way, Creative, active, exciting learning each day.'

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition of Disability

The Equality Act 2010 defines a disability as when a person has a physical or mental impairment:

- Which is substantial and long term (for over a year)
- Which has an adverse effect on their ability to carry out normal day-to-day activities

Principles

Compliance with the Equality Act is consistent with our School'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

If your child has an **Education, Health and Care Plan (EHC Plan)**, you do not need to complete an application form as a school place will be identified through a separate process. However, if a request has been made for an EHC needs assessment for your child, or your child is currently being assessed to decide whether an EHC Plan is necessary, you will need to make an application using the normal process. Please contact the Statutory SEN Team for more information on 01872 324242 or via email: specialeducation@cornwall.gov.uk.

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

St Mary's Church of England School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

The purpose and direction of the school's plan: vision and values

At St Mary's Church of England School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. St Mary's Church of England School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

We ensure that all pupils/adults within our school with a disability have total access to our settings environment, curriculum, information and participation within the school community.

As such we will regularly review whether our education and other services are both accessible and effective, and take appropriate action if they are not.

There are linked policy documents and information sections available on the school website to include our Anti-bullying Policy, our Behaviour Policy and our SEND information report.

Physical Access

STATEMENT	EVIDENCE	ACTION
The layout of areas allows access for all students.	No access restrictions. All levels and areas freely accessible.	
Students who use wheelchairs can move freely around school.	All entrances have wheelchair access.	
Toilet facilities have sufficient room to accommodate a hoist and changing bed. A specialist shower is available and accessible.	The school has a changing bed available in the disabled toilet. This provision includes a specialist shower. A hoist can be obtained when required.	

There is an allocated disabled parking bay in the school car park.	Parking is clearly defined.	
All areas are well lit.	Excellent lighting throughout the school.	
Furniture and equipment are selected, adjusted and located appropriately.	School works closely with external agencies, health partners and the equipment loan store.	
Steps are taken to improve facilities for hearing impaired pupils by considering a room's acoustics, noisy equipment, hearing loop etc	The school works closely with the Hearing Support Service to support hearing impaired pupils on an individual basis.	

Curriculum Access

STATEMENT	EVIDENCE	ACTION
All teachers and teaching assistants have the necessary training to teach and support pupils with a range of disabilities.	School training records.	Ensure that there is a rolling schedule of specific training each year to support staff and students.
Classrooms are optimally organised for disabled pupils.	Classrooms are arranged so that all pupils can access their curriculum provision. EHCP Annual Reviews and TAC meetings also address this.	Continue to respond to monitoring and evaluation processes including SEN reviews and other meetings, and ensure that individual needs are highlighted regularly.
Lessons provide opportunities for all pupils to achieve. They are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate.	Lesson observations and staff meetings.	Continue whole school monitoring and evaluation process.
All students are encouraged to take part in the creative arts and physical activities.	Curriculum model and extra-curricular clubs and activities.	
Staff recognise and plan for the additional time and effort needed by some disabled students.	Inclusion and TA support.	Annual reinforcement of good practice.
Disabled pupils who cannot participate in particular activities are given alternative experiences.	Individual timetables, small group lessons, Funfit and curriculum enrichment activities.	Annual provision monitoring.
ICT equipment has been fitted with additional	Equipment used by disabled pupils includes specialist iPads.	Review of efficacy of handheld devices.

software/hardware to allow access for disabled pupils.		
School trips are accessible to all pupils as long as health and safety is not compromised.	We accommodate all pupils to trips including whole school trips.	
All staff have high expectations for all pupils.	Ethos of inclusion and being the best you can be.	Review performance through data reviews.
All staff strive to remove barriers to learning and participation.	Pupil satisfaction. Extra-curricular involvement. Attendance at lunchtime and after-school activities.	

Access to Information

STATEMENT	EVIDENCE	ACTION REQUIRED
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities.	Record of training and individualised plans for specific pupils. Range of methods in which parents can access information from the school.	Continue to highlight pupils and parents with particular needs. Encourage individual pupils to take more responsibility for this as they develop.
All written communication follows an agreed house style using HFW Cursive size 11/12 or larger where necessary.	Written communication and newsletter.	Individual needs to be met when necessary.
The school ensures that both in lessons and parents meetings that the information is presented in a user-friendly way eg by reading aloud, using Powerpoint presentations etc.	Lesson observations and feedback.	

Improving the Physical Access

	TARGETS	ACTION REQUIRED	OUTCOME	TIME FRAME	GOAL ACHIEVED
Medium-term	Install accessible running /cycling track around the school field	School to plan and install	New accessible track for all	End of 2022	
Medium-term	Ensure Forest School is accessible and install a Reading Hut with accessible	School to plan and install	Enhanced outdoor learning for all	End of 2019	Complete

	flooring to enable fires to be lit in a safe shelter				
Medium-term	Car parking barrier to be installed to ensure safety and easier parking for disabled vehicles	School to plan and install	Barrier installed	End of 2019	Complete

Improving the Curriculum Access

	TARGETS	ACTION REQUIRED	OUTCOME	TIME FRAME	GOAL ACHIEVED
Short-term	All teachers and TA's have the necessary training to teach and support pupils with a range of disabilities	Ensure there is a rolling programme of specific training each year to support staff and pupils	Staff training undertake that is appropriate to the needs of our pupils	On-going	
Short-term	Classrooms are optimally organised for disabled pupils and all pupils to achieve	Continue to respond to monitoring and evaluation processes, ensuring that individual needs are regularly highlighted	Appropriate classroom organisation so that pupils achieve their potential	On-going	
Short-term	Lessons provide opportunities for all pupils to achieve and are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Continue whole school monitoring and evaluation process		As part of monitoring schedule	

Short-term	Staff recognise and plan for the additional time and effort needed by some disabled pupils	Annual reinforcement of good practice	Pupils are fully supported by all staff. Teaching staff supported by SENCO and external agencies as appropriate.	On-going	
Short-term	Disabled pupils who cannot participate in particular activities are given alternative experiences eg PE	Annual provision, individual timetables and Funfit	Pupils engaged in and benefitting from a variety of activities	Termly	
Short-term	ICT equipment fitted with additional hardware/software	Continue to use and review ICT equipment used by disabled pupils in conjunctions with the support services.	Equipment is appropriate for need	On-going	
Short-term	All staff have high expectations for all pupils.	Review performance through data reviews.	Individual potential	Termly	

Improving the Access to Information

	TARGETS	ACTION REQUIRED	OUTCOME	TIME FRAME	GOAL ACHIEVED
Short-term	Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities	Continue to highlight pupils and parents with particular needs. Encourage individual pupils to take more responsibility for this as they develop	Good parental engagement and communication	On-going	

Short-term	The school liaises with LA support services and other agencies to provide information to meet the needs of all parents/carers	Individual needs to be met when necessary	Individual needs met. Good communication with parents/carers	On-going	
Short-term	Mainstreaming disability equality	Check all strategies, policies and procedures and ensure all plans and activities embrace our equality duties.	Meeting disability equality	On-going	
Short-term	Having regular update meetings with SEN parents to inform them of changes.	Annual EHC reviews and termly SEN meetings	Individual needs met. Good communication with parents/carers	On-going	

