

Accessibility Plan

January 2024 to January 2027

Review date: January 2027

Developed by: Mr Matthew Barge (Executive Head), Mrs Jenny Williamson (Head of School) Mrs Emma Board (SENDCo)

Approved by: Local Governing Body (DRAFT JAN 2024)

1. Introduction

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

This is our school Accessibility Plan.

2. School context

At St Mary the Virgin CE Primary School and Nursery, we believe **everything is possible** for all our children. The school and nursery belongs to the children. Our Christian values underpin all aspects of school life and our children's personal and spiritual development as human beings.

We understand that children learn best when they are happy and secure and so we create a supportive, safe and stimulating learning environment. We believe in working in partnership with you, as your child's first educators, to achieve the very best for your child. We work with each child as an individual so that they are supported and challenged to reach their greatest potential. We believe this is their school and their voice is the most important one here! We aim to provide a broad and rich curriculum so that every learner is inspired whatever their strengths. Learning should be fun and achieved through real experiences that have meaning for the children, this is the reason, for example, we place emphasis on the use of the outdoor classroom. Motivated in such a way children can achieve excellent standards, meeting our high expectations of them.

We are a 1 form entry primary school (210 children) with a nursery within the heart of our school.

Our building is 19 years old and monitored by the SAST estates team. We have extensive grounds that are accessible by a path.

3. Vision and aims

Our aim is for everyone at St Mary the Virgin to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

4. Objectives

At St Mary the Virgin, all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Communication Passports and Transition Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

5. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEN Information Report
- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Child Protection Policy
- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

6. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils' progress.

Current pupil data shows that at the start of the 2023 academic year 16 of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

- Hearing loss
- Cerebral Palsy
- Severe Speech Delay
- Type 1 Diabetes
- Genetic Disorders
- Autistic Spectrum Condition
- Attention deficit / hyperactivity disorder
- Visual impairment
- Heart Conditions

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

7. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of St Mary the Virgin. This told us that:

We are an accessible school building but we need to focus on our school grounds.

8. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- other staff at the school, including the leadership team
- our governing body
- relevant specialist services.

These consultations told us that:

- Our school building and entrance is accessible
- We have 2 disabled spaces which are enforced
- We need to focus on the accessibility to outside spaces for children who are less stable on their feet or those in wheel chairs

9. Current good practice

Access to the curriculum

At St Mary the Virgin, we have improved access to the curriculum for pupils with a disability through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of epilepsy, attachment disorder, dyslexia, heart conditions etc on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).

The physical environment

At St Mary the Virgin, we have improved the physical environment of the school to increase access for pupils with a disability by:

- Disabled toilet with a remote controlled bed and a hoist
- Renewed out disabled car parking spaces to make them more visible

Access to information

At St Mary the Virgin, we make written information more accessible to pupils with a disability by:

- providing flat or ramped access to all school entrances;
- dedicating 2 parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet with hoist and changing facilities;
- ensuring that there is good lighting throughout school;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;

- applying acoustic panels to walls in the hall to improve sound quality for pupils with a hearing impairment;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

10. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy.

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at St Mary the Virgin for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with SAST in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated if needed. It will be monitored through the SENCO, Head of School and any feedback from parents and children.

The St Mary the Virgin complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

Improving the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
Improvement in path leading from small playground to pond / play trail.	Investigate cost to replace / relay path	Head of School/Executive Head & Site Manager SAST	July 2025	TBC	There will be safer access to the pond/story telling area/ Play trail	No longer a path and easy access to areas March 26

Increasing access to the curriculum						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.	1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training 2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability,	Headteacher and responsible governor Senior Leadership Team	Ongoing Ahead of any upcoming trips	N/A	• No out of school activities are planned without consideration of how pupils with a disability will be included; • All out of school activities will be conducted in an inclusive environment with providers that comply with all current	Ongoing – all children are included and have access. Trips checked by Mr Easby (OEV)

Increasing access to the curriculum						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
	whether this be for physical access, to ensure sensory needs can be catered for, etc. 3. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements.	Individual class teachers and SENCO	Ahead of any upcoming trips		and future legislative requirements; - Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events - Pupils and their families feel included in out of school activities.	March 26
To enable pupils with hearing and vision impairment to access fully the curriculum	To work closely with the H&VSS to enable improvements in the classroom/school acoustics	All staff, including support staff	As children with hearing and vision impairments enter that classroom (needs discussed in the summer term before hand)	N/A	All classrooms will have improvements to enable pupils with hearing and vision impairment to access the full curriculum	Ongoing – all children with hearing impairment are supported by HS.
Training in Type 1 diabetes	Training for all staff on basic understanding of Type 1 diabetes. Key staff to have additional training.	Sailsbury Hospital to share training links and come into school to do some bespoke training with key staff.	November 2023	N/A	Any child with diabetes can come into school safe and access the curriculum with their needs being met according to the health care plans.	January 2024 Update Training October 24

Increasing access to the curriculum						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
						Update training March 26

Making written information more accessible						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website	1. All written information available to pupils and their parents will be considered in detail by the SLT, parent links and the school council. Pupils with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future pupils during this exercise; 2. The school will make itself aware of the services available	Senior Leadership Team, SENCO, parents, pupils and other staff where appropriate (e.g. Reception staff).	Ongoing	Cost of platforms – Reach Tapestry / Class Dojo	• All future written information is designed with the specific needs of disabled pupils in mind; • Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; • Delivery of said information to disabled pupils and their parents is improved and meeting their requirements. • All information is placed on the school website, Weduc, Dojo or	

Making written information more accessible						
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	through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools.				Tapestry. Parents are able to use translator or enlarge print to allow better access to information.	

