ACCESSIBILITY PLAN
St Martin's C of E Primary School and Nursery

Version 2: March 24

Date adopted:	**17th June 2024**
Review Period	**3 yearly**
Lead member of staff responsible for review	**School Business Manager**
Lead governor responsible for review	**N/A – school staff review only**

CONTENTS

1. ACCESSIBILITY PLAN

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools and trusts on the Equality Act 2010.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

● He or she has a physical or mental impairment, and
● The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the Equality Objectives of Ventrus Multi-Academy Trust ('The Trust'), which are published on the Trust's website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

2. OBJECTIVES

St Martin's C of E Primary School Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

Improve and maintain access to the physical environment of the school and/or to the curriculum and to make improvements the delivery of written communications.

Training will recognise the need to continue raising awareness for staff, Trustees and Local Governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

● Behaviour Policy
● Curriculum planning
● Health & Safety Policy
● School Improvement Planning
● SEND Policy
● Supporting Pupils with Medical Conditions Policy

Relevant reviews and associated audits will be carried out in a timely manner in order to inform accessibility planning.

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

This document will be reviewed at least every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Board of Trustees

St Martin's C of E Primary School - ACCESSIBILITY PLAN

APPENDIX 2: Action plan

As part of our commitment to inclusion and equality, this plan sets out how the school intends to make reasonable adjustments (with anticipatory readiness) to ensure that pupils and adults with additional needs and/or disabilities are not directly/indirectly discriminated against at any time. Advice and support in the completion of this plan is available from the Central Team.

Monitoring and Review

It is the Headteacher and LGB's responsibility to review this plan annually to monitor the effectiveness by:

- Ensuring sufficient resources are allocated to enable the plan to be implemented according to the agreed timescales
- Monitoring the progress of children with additional needs and disabilities, relative to the progress made by other pupils
- Provide training for staff to identify and address accessibility needs, including raising awareness of disability discrimination to support anticipatory readiness
- Assess the impact of this plan through regular review of the actions described below :

Curriculum

Accessibility issue (or potential issue)	Measures already in place	Further actions required	Resources (cost)	Timescales	Completion date	Monitoring and Impact
Relevant resources to reflect diversity of wider community	Curriculum resources include examples of people with disabilities/ diversity e.g. 1Decision Charanga Scheme	Ensure diversity is maintained and enhanced when purchasing curriculum resources	Cost of resources:	Annually Main Annual Budget resource	Ongoing Review summer 25 Purchase for Aut 25	Resources used are representative of wider community.

St Martin's C of E Primary School - ACCESSIBILITY PLAN

ICT provision to be appropriate for pupils with disabilities	Best practice is followed to arrange for specific software purchasing to reflect the pupil's additional needs. Software/Hardware (including Immersive Reader) in use to support EAL	Review accessibility of ICT software (use of assistive technology- i.e. scanner pens/ voice recognition programs/ laptops for home-school use according to need to pupils & staff on roll). Specialist software to be purchased as required according to pupil need Refer to SEND ICT advisory service for further support from the advisory teacher implement recommendations.		Review Yearly	Ongoing Monitoring of IT provision termly as part of School improvement tasks Drop ins etc	ICT Technician and computing lead SENDCo Lesson Observations Pupil's provision maps PP meetings & reviews
PSHE curriculum to demonstrate progression and promote positive attitudes	Comprehensive PSHE curriculum - (1Decision from Sept 2024) Promotion of positive attitudes to disability Assembly links to PSHE	Continue to develop resources reflective of diverse community to support curriculum delivery	Costs identified via Subject Leaders	Order placed for 1 Decision June 2024	Annual PSHE Coordinator to review as part of monitoring cycle	Pupils demonstrate a good understanding of PSHE and exemplify positive attitudes and an inclusive nature.

St Martin's C of E Primary School - ACCESSIBILITY PLAN

Accessible PE Curriculum	Review PE curriculum to include disability sports. Engage in disability competitions (as appropriate) Fun Fit program running for children where this is part of their EHCP/Provision map	Additional training for MTAs in playground games to help give disadvantaged children a greater range of structured activities at lunch times. Focus on disadvantage via Premier Coaches After school clubs to be fully inclusive to all chn	Transport to events, occasional cover and subscriptions	Annual Subscriptions	Ongoing PE Coordinator to review as part of monitoring cycle	Termly meeting with children through PE monitoring to review the PE curriculum to ensure it best meets their needs.
Breakfast/ lunchtime /after school activity participation	After School Club accessible to all pupils A range of clubs provided by school staff and Premier Education SEND and PP sports events attended where available to give equity to children in competitive and non-competitive enrichment opportunities. Wheelchair access available to activities and venues. Risk Assessments to support participation for pupil(s) with wheelchair	Discussions with School Club leaders to review 1:1 provision as need arises.	Priority places for PP children in after school clubs. Costs of unbudgeted additional staffing ratios as required in the event of a new pupil needing 1:1 provision at sports or other clubs.	Clubs are registered at the beginning of the terms and membership is monitored on an ongoing basis. Analysis of pupil groups	Ongoing Monitored termly SLT Dec 24 April 25 July 25	Pupils feel able to participate equally in out of school activities.

St Martin's C of E Primary School - ACCESSIBILITY PLAN

Access to trips & residentials	Risk assessments undertaken to identify possible actions/ reasonable adjustments. Venues/Transport vetted for suitability and discussions with chosen provider to make reasonable adjustments. Consultation with parents. Pre-visits to venues arranged as required	Individual case review: bespoke alternative trip arrangements where not possible to participate. (Recent RA completed for child with access needs in wheelchair)	Utilise parents to assist with alternative provision – no additional cost.	Y4 & Y6 have annual residential trip Organized Y3 & Y5 have in-school overnight experiences Access arrangements (inc Diabetes/ Epilepsy)	Yearly All staff for all trips/visits SLT overview	Pupils feel able to participate in all trips & residentials
Access to relevant training for staff to support pupil needs	Regular PPMs & Staff Meetings identify training needs linked to individuals. Updates incl SEN aspects SENCO surgeries SEND Network External specialists invited – cascade training e.g. HI/VI • Trust wide CPD	Focused discussion with staff at termly Provision map reviews to highlight training needs.	Cost of external specialist team training	Reflects needs of school and reviewed regularly	Ongoing SENDCo/SLT to monitor CPD needs and delivery	Staff feel they have received adequate training for challenges faced. Increased staff confidence. New staff inductions to include access to required training.

St Martin's C of E Primary School - ACCESSIBILITY PLAN

Identification and provision for pupils with Communication and Interaction and/or sensory challenges (may be unable to access classroom/ curriculum)	Pupil needs are communicated to all staff and provision is explained in the Provision maps. Professional external support received where needed & incorporated in to plans. Minimizing clutter and excessively colourful displays Individual workstations with fewer distractions (where appropriate) access to sensory tools as needed. Personal Ear defenders Access to safe spaces	Continue to develop EY provision for pupils with enhanced needs. SEND Monitoring part of all School improvement activity. Book look Learning walk Lesson drop in	Resources for The Holly Room Staff CPD budget	Reviewed termly	Ongoing SENDCo/SLT to monitor CPD needs and ensure provision is matched	Children feel supported with different strategies. Classrooms to be 'communication friendly' zones.
Provision in place for pupils /staff with visual learning requirements.	Individual visual timetables provided as required. Provide large scale copies of work as required. Writing slopes	Ensure staff needs are reviewed regularly. Would arrange sufficient provision of resources /ICT provision as need arises.	Resources provided as part of EHCP as needed.	Reviewed on new intake basis/ recruitment	Ongoing SENDCo/SLT to monitor & liaise with agencies	Pupil feedback & progress monitoring.
Identification and provision for dyslexic pupils/pupils with dyspraxia	SENDCo training Resources available to support dyslexia/dyspraxia & strategies to make classrooms dyslexia friendly.	Cascade training to staff New toolkits/research monitored and identified. Recommendations from dyslexia assessments incorporated into Provision maps		Yearly	Ongoing SENDCo/SLT to monitor & liaise with agencies & ensure update of subscriptions	Children feel supported with different strategies. Classrooms to be 'dyslexia friendly'

St Martin's C of E Primary School - ACCESSIBILITY PLAN

Pupils with auditory processing disorder cannot concentrate on teacher's voice	Pupils' needs communicated to all staff, who ensure they have eye contact Visual resources in place (i.e CIP Communication In Print/ Widgit) 'Now & Next' cards Seating plan in place Sensory breaks Reduce background noise (use of personal ear defenders)	Soundfield System to amplify teacher's voice (if appropriate) Refer to HI advisory service for further support from the advisory teacher implement recommendations.	equipment purchase/hire as appropriate	Review according to new pupil need	Ongoing SENDCo/SLT to monitor & liaise with agencies	Pupil feedback & progress monitoring.
Progress to identify issues	Clear identification of relevant pupils DGR, SEND mtgs, Attendance meetings, PPMs, Provision Maps -monitor progress. Adaptation in lessons Scaffolding Meta cognition Instruction IT Grouping	meetings between SLT, SENCO & Teaching team			Ongoing SENDCo/SLT to monitor & liaise with agencies	closing the gap. School data reflects good provision.
Accurate monitoring of interventions and provision	Clear intervention pathway Termly review of targets with interim checks	Regular Monitoring		Ongoing	Ongoing SENDCo/SLT to monitor	Interventions support children in closing gaps in their learning and understanding

St Martin's C of E Primary School - ACCESSIBILITY PLAN

Physical Environment

Accessibility issue (or potential issue)	Measures already in place	Further actions required	Resources (cost)	Timescales	Completion date	Monitoring and Impact
Member of staff/Visitor with mobility needs requires adapted / disabled toilets	Disabled toilet available in proximity to member of staff's working area if appropriate. Disabled toilet alarm regularly checked. Disabled toilets kept free from clutter and access to them kept clear	Regular inspection of disabled toilet alarm Site check to include disabled access		Ongoing	Ongoing Picked up through H&S walks. Staff to raise access issues	Accessibility Audit Termly premises checklists
Specific access needs	Plans for individual pupils/ staff/ governors/ visitors as required. Accessible car parking Wheelchair access onto site/ disabled car parking space available PEEPs in place for pupils/staff as appropriate External pathways clear, safe and signposted Parental meetings can be arranged in an alternative space or via TEAMs. Access audit completed annually	Annual reminder via newsletter to request notification of any access barriers for parents/ survey accessibility issues. PEEPS to be regularly reviewed (at least annually) Signage of evacuation procedures reviewed and improved – consider bilingual requirements for EAL pupils Termly (min)		Ongoing	Ongoing All staff to monitor needs and link with SENDCo	Access audit Termly classroom checklists completed. Termly H&S inspections Annual H&S preaudits completed

St Martin's C of E Primary School - ACCESSIBILITY PLAN

Access and safety on site for parents/ visitors with visual impairments	Level access to office areas Step edges highlighted in yellow paint. Sufficient exterior lighting & regularly checked. Flashing beacon on fire alarms checked	Review that external lighting has sufficient power and coverage, including during out of hours times (e.g. school performances/ parents' evenings). Re-paint yellow lines on steps in playground		Ongoing Summer Holidays 2024	Ongoing HT link to H&S governor – termly report to governors 02/09/24	Access audit H&S walkaround RA008- Fire Risk assessment Fire Evacuation Plan
Safety for pupils with disabilities	Alarms have visual and auditory components. Regular fire drills Step edges highlighted in yellow/black. Sufficient exterior lighting & regularly checked	Outside lighting in playground (EY entrance) to be increased Re-paint yellow lines on steps in playground		Ongoing Summer Holidays 2024	Ongoing HT link to H&S governor – termly report to governors 02/09/24	Termly premises checklists

Information and Communication

Accessibility issue (or potential issue)	Measures already in place	Further actions required	Resources (cost)	Timescales	Completion date	Monitoring and Impact
Pupils with developmental delay may not be able to read key signs and labels	Signs use common and simple language. Communication In Print/Widgit labels within immediate learning	Maintain license of Communication in Print / Widgit	Keep software license updated	Renew as staff leave	Ongoing Audit of environment – termly (SLT)	Accessibility audit

	environment and other spaces as required					
Languages other than English to be visible	Translation of pupil reports / letters as needed. Emails/SMS translated (Google translate) Interpreter/ sign language / EAL specialist teams used to support new starters/ Y6 tests as required	Review signage/ language needs when new pupils arrive and require. Dual coding (pictorial & written prompt cards) Language ambassadors to support one another if required. Key signs in languages for EAL pupils where required	Interpreter / specialist team support costs as required	Ongoing	Ongoing	Accessibility audit
Parents with reading difficulties unable to read letters from school	Letters and emails written in simple English as much as possible. Large print, braille & audio formats made available as requested for school communications including homework. Follow-up phone calls / discussion on the door with parents known to have reading difficulties.	Monitor uptake of alternative formats Use of 'Communicate in Print/ Widgit' or equivalent software. 'How to translate video' created for word documents, pdfs and websites into different languages to support our learners /parents Website able to translate	None	Ongoing	Ongoing Admin team SLT Staff to consider communication Annual response in parent survey	Parent survey

St Martin's C of E Primary School - ACCESSIBILITY PLAN

Ease of access to inhalers for pupils with diagnosis of asthma and/or specific allergies	Class teachers know which pupils are affected and have up-to-date inhalers stored in classrooms. Emergency inhaler in main office Epi-Pens kept in main office. Expiry dates reviewed yearly. Staff trained regularly. Medical prompt cards for specific pupils with need Medical handover notes given to teachers at start of academic year, to supply teachers in advance and info kept in red folders.			Ongoing	Ongoing	Accessibility audit Medical list reviewed September and admin update as necessary. Teachers aware of all individual medical needs. IHCPs – reviewed and updated annually or when needed.

APPENDIX 3: POLICY HISTORY

Version / Date	Summary of Change	Review Date	Lead Author
080621	Amendments made to include hyperlinks to schedule 10 of the Equality Act 2010 and the accompanying DfE guidance	June 2021	C Greenhall
080621	Linked policies updated to reflect current policy structure	June 2021	C Greenhall
080621	Changes made to paragraph re equality objectives to reflect that these are set by Trustees rather than school LGB's	June 2021	C Greenhall
080621	The arrangements for reviewing this policy set as every 3 years and by the Board of Trustees	June 2021	C Greenhall
080621	Reviewed by SEND Network – Autumn 2021	Autumn 2021	F Brinicombe
Version 2	Appendix 2 & Action plan for contextualization in school adapted with increased prompts for individual schools	07/03/2024	F Brinicombe