



## St Martin's C of E Primary and Nursery School

### ACCESSIBILITY PLAN

#### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

St Martin's C of E Primary and Nursery School encourages all members of the school community to be the best that they can be for themselves and for God's world.

Our school strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

St Martin's C of E Primary and Nursery School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- following Devon County admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities

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- raising awareness of disability amongst school staff (teaching and non-teaching) through training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the SENDCO, School Business Manager, Headteacher and Lead Governors for Premises and Health & Safety.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

St. Martin's CE Primary & Nursery School will also aim to work within the guidelines set out in the SEND Code of Practice and the regulations as detailed in the Equality Act 2010. We recognize that accessibility applies to the following areas:

- Preparation for entry to the school
- the curriculum
- teaching and learning
- classroom organization
- timetabling
- grouping of pupils
- homework
- access to school facilities

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- activities to supplement the curriculum
- school sports
- school policies
- breaks and lunchtimes
- the serving of school meals
- interaction with peers
- assessment and exam arrangements
- school discipline and sanctions
- school clubs and activities
- school trips
- the school arrangements for working with other agencies
- preparation of pupils for the next phase of education.

### 3. Scope of the Plan

This plan covers all three main strands of the planning duty

- **Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The following practices are carried out in our school:

- we offer a differentiated curriculum for all pupils
- we use resources tailored to the needs of pupils who require support to access the curriculum
- curriculum resources include examples of people with disabilities
- curriculum progress is tracked for all pupils, including those with a disability
- targets are set effectively and are appropriate for pupils with additional needs
- the curriculum is reviewed to ensure it meets the needs of all pupils

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

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In our school, the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might, as a general measure, provide blinds and adjustable lighting through the planning duty.

- **Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support.

We improve and maintain access to the curriculum for all disabled pupils, although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that we are planning and preparing to respond to the particular needs of individual pupils.

The environment is adapted to the needs of pupils as required. This includes:

- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height

- **Improving the delivery of information to pupils with disabilities.**

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Equality for disabled pupils is included as an implicit aim in all of the school's policies and is supported by the school's other policies including:

- Curriculum Policy
- Equality Policy
- Relational Policy for Promotion of Acceptable Behaviour
- Admissions Policy
- Nursery Admissions Policy

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- School Asset Management Plan
- Outdoor Education and Visits Policy
- SEND Policy

#### 4. Actions to ensure equality for pupils with disabilities

- We will undertake an audit on a 3 yearly cycle or if we are preparing to admit a child with a disability, in order to ensure that there are no pupils who are denied access to the curriculum in its widest sense because of a disability. This will be carried out by our SENDO.

As a result of the audit, we shall:

- make Accessibility Plan known to all teaching and support staff, pupils and parents and monitor the success of the Plan
- the Plan will be reviewed every three years by the School Business Manager with input from other relevant staff as required. The School Business Manager will confirm to the Lead Governor for Premises and Health & Safety that the review has been undertaken and that any actions identified have been completed/reasonable adjustments needed made.

#### 5. Monitoring

St Martin’s C of E Primary and Nursery School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning. We will monitor:

- Admissions
- Attainment
- Attendance
- Punctuality
- Effects of pastoral strategies
- Exclusions
- Selection & recruitment of staff
- Governing body representation

#### POLICY REVIEW

<b>Policy Review Term:</b>	<b>Three years</b>
<b>Lead member of staff responsible for review:</b>	<b>School Business Manager</b>
<b>Lead Governor responsible for review:</b>	<b>Staff review only – no governor review required.</b>
<b>Date policy adopted:</b>	<b>8th October 2012</b>
<b>Dates policy reviewed:</b>	<b>26<sup>th</sup> November 2014, 2<sup>nd</sup> May 2018, 22<sup>nd</sup> June 2021</b>
<b>Dates policy amended between reviews:</b>	<b>Updated 4<sup>th</sup> May 2016 to add reference to the Equality Act and SEN Code of Practice.</b>

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