



St Martin's CE **Primary School**

Accessibility Plan

Reviewed by Head of School and shared with staff and parents via website

Accessibility Plan - St Martin's CE Primary School

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments wherever practicable.

Accessibility Plan 2020-2021

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

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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.

e.g. Amending PE lessons, 1:1 support for areas of the curriculum as needed, amending and adapting outdoor learning sessions such as forest school and wild tribe, consideration of individual needs during less structured times such as lunchtime

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.

e.g. wheelchair friendly surfaces and work levels to allow access to all areas of school, adaptations and amendments to activities and locations as needed (for pupils and adults)

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. *e.g. adaptations to font size and type, availability on electronic platforms where possible and appropriate, availability of reading rulers and overlays to pupils with dyslexic difficulties, availability of high interest/low ability books for ks2 pupils with dyslexic difficulties/working below age related expectations, specific adaptations as needed*

Financial Planning and control

The head of school, leadership team and business managers will review the financial implications of the accessibility plan as part of the normal budget review process, with attention paid to the below action plan for the year where there are specific and planned development points.

Accessibility Action Plan:

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Amending PE lessons, 1:1 support for areas of the curriculum as needed, amending and adapting outdoor learning sessions such as forest school and wild tribe, consideration of individual needs during less structured times such as lunchtime			Ongoing and already in place		
All pupils can participate in 'Wild Tribe', 'Forest School', 'Wild Warriors' and offsite Outdoor Education experiences	Curriculum and activity adaptation to meet needs of specific individuals Development of curriculum to ensure all pupils can take part	outdoor curriculum lead planners, teachers and support from SENCO	Short term	Autumn term 2020	

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
A adaptations and amendments to activities and locations as needed for all pupils including those with limited mobility			Ongoing and already in place		
Disabled persons (including wheelchair users) are able to access 'Wild Warriors'	Wheelchair accessible floor surfaces to ensure pupils can access all areas.	Head of School Buildings manager	Medium term	Autumn term 2020	
Disabled persons (including wheelchair users) participate in all 'Wild Warriors' activities	Work stations at levels that are accessible to disabled pupils.	Head of School Wild Warrior Lead Practitioner Buildings Manager	Medium Term	Autumn term 2020	Review as pupils enter school to ensure need is met
Disabled persons can access elements of 'Adventure Play' in KS2 playground.	When equipment is reviewed consideration is given to including equipment that will allow disabled users to be included.	Head of School Buildings manager	Long term	Autumn term 2020	

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All pupils can take part in all activities with amendments and adaptations as needed			Ongoing and already in place		Assessed and reviewed on a case by case basis.

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Adapatations to font size and type, availability on electronic platforms where possible and appropriate, availability of reading rulers and overlays to pupils with dyslexic difficulties, availability of high interest/low ability books for ks2 pupils with dyslexic difficulties/working below age related expectations, specific adaptations as needed			Ongoing and already in place		
Pupils have access to a range of written texts within their ability range	Continued use of accelerated reader to support Purchase and ongoing review of high interest/low ability readers	SENCO	Short term	Autumn term 2020	Purchase to add to existing stock
Pupils have access to electronic devices that support learning appropriately, particularly where there is a physical need	Access in school to devices such as chrome books and ipads Access outside of school to devices such as chrome books and ipads	Head of school with staff to support in ensuring equipment is maintained, looked after and availbale Head of school and SENCO in seeking opportunities to support pupils further at home with accessibility	Ongoing - already in place Medium-long term.	From Autumn 2020	

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Policies & paperwork available in accessible formats	Available online wherever possible (e.g. for improved access on electronic devices and availability for 'zooming in' etc) Review and amend accessibility if required for a specific need. Seek out support for this as needed.	Admin & other staff when needed	Ongoing and already in place to an extent.		Continue to increase the use of electronic platforms

