

Kirkley Cliff, Lowestoft, Suffolk, NR33 0DG

Tel: 01502 565384 Email: office@stmarysrcps.org www.facebook.com/stmarysrcps

Executive Headteacher: Mrs Helen Armstrong

Head of School: Mrs Ewa Parker

Chair of Governors: Mr Matthew Huke- Jenner

# **Accessibility Plan**

Policy Status: Statutory Reviewed By: Local Governing Body

This Policy was ratified in: October 2022 It will be reviewed in: October 2025

This document will be reviewed every 3 years but may be reviewed and updated more

frequently if necessary.

#### **Our Mission Statement**

As God's family we are STARs within a loving and thriving community, celebrating our diversity. We ignite lifelong learning where everyone becomes a positive influence on our world.

#### **Policy Consultation & Review**

The policy is provided to all staff and should be read in conjunction with the following policies:

- Teaching and Learning Policy
- SEND Policy
- SEND Information Report
- Equality information and objectives (public sector equality duty) statement for publication
- Supporting pupils with medical conditions policy

At St Mary's RC Primary School, we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled. We follow the Catholic Bishop's Conference Policy on Diversity and Equality which states that we have a duty of witness to the Gospel by striving always to be inclusive, respectful of the human dignity of all and in tune with the spirit as well as the letter of the law as well as to safeguard the Catholic ethos and identity of St Mary's. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life.

We aim to address the needs of all our children, parents, staff and the wider community. We will work with all outside agencies who can advise staff and support pupils within school.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

Be the best we can be for ourselves and for others



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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:

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

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.

#### **Objectives**

St Mary's RC Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

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

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school's visits it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

The Accessibility Plan will be published on the school website and will be monitored through the Full Governing Body with the premises committee leading this area.

#### Improving access to the curriculum

Objective	Action	Resources	Timescale
To provide specialist equipment/materials to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed, e.g. special pencil grips, chew toys, visual timetable, dyslexic overlays/reading rulers, headphones, writing slopes etc.	As required	Ongoing
To continue to develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with SEN and disabilities and strategies to support them.	Staff training requirements identified and updated as required eg epilepsy, epi pen Make contact with specialist agencies to support CPD needs eg step on, step up training	On a rolling program	ongoing



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All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation. Investigate provision of events aimed at inclusion of SEND pupils.	Well planned range of trips linked to curriculum topics.  Extra-curricular activities available for all	ongoing
To ensure that teaching is adapted when it is recognised that pupils have different learning needs, and that all staff adapt their teaching to meet these needs	Trust CPD on adaptive teaching  Implementation plan for adaptive teaching  Evaluate and share good practice	Twilights - Trust CPD on adaptive teaching	ongoing

#### Improving access to the building (Monitored by the Local Governor Board)

Objective	Action	Resources	Timescale
Build and develop a SEN room which can be used to support the varying needs of individual children	Work with the Trust to design and build a specified SEN area	Equipment suitable for sensory needs, communication and language needs, SEMH needs	Ongoing
To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Replace furniture and equipment as appropriate	ongoing



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Maintain safe access around the interior of the school.	Change access to appropriate areas within the school by implementing appropriate fencing, higher door handles and more salto locks on the door	Building maintenance to provide salto locks as appropriate  Purchase of door handles and fencing	As required according to the needs of the cohorts
To ensure that parents who are unable to attend school or access parent consultations or school activities, because of a disability have the support they need to find out about their child	Staff to call home Office staff to support with ICT	As appropriate	ongoing

#### Improving access to written information (Monitored by Local Governor Board)

Objective	Action	Resources	Timescale
To ensure documentation is	Regular review of all	Checklist of good	Termly checks
accessible for all	documentation;	practice – font type	
parents/Carers and pupils	Hard copies	and size, colour of	
	School website.	background etc.	
To ensure that all parents	Written information will	Access to different	ongoing
and other members of the	be provided in	translating resources	
school community can	alternative formats as	etc	
access information	necessary,		
	e.g. different languages,		
	enlarged print, support		
	for reading. Staff to		
	offer support for		
	parents as needed.		



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