



# **Accessibility Plan & Appendices**

Updated: February 2022

Up for review: February 2025

In our school our Christian vision shapes all we do.

St Mary's CE (Aided) Primary School is:

'A Christ-centred school, with a child centred curriculum' where wisdom and love guide and influence learning and teaching for our whole community.

We treasure each child and enable them to flourish, using their God-given potential, establishing a secure foundation for them to thrive in a rapidly changing world.

## **STAGE ONE: STARTING POINTS**

### **Vision and Values statement**

St. Mary's CE (Aided) Primary School has high expectations and ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.

As a school we have a commitment to equal opportunities, we value all people, regardless of their gender, age, disability, race, ethnic origin, language, political beliefs, religion, marital status and sexual orientation. St. Mary's School's commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school:

- Sets suitable learning challenges
- Responds to pupils' diverse needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils
- Aims to identify and remove barriers to disabled pupils in every area of school life
- Makes all children feel welcome irrespective of race, colour, creed or impairment.

### **Information from pupil data and school audit (see SEF)**

In February 2022 we have 312 children on roll. Of these 312 children, 61 are on the Register of Special Needs with 7 pupils with a Statement of Special Educational Needs. No members of staff are registered disabled. Our recruitment procedures do not discriminate against disabled applicants. The school has an accessible toilet and the school is accessible to all members of the school community. Staff are trained in manual handling and hoisting procedures.

### **Views of those consulted during the development of the plan (See Ofsted file B)**

## **STAGE TWO – THE MAIN PRIORITIES IN THE SCHOOL'S PLAN**

### **Increasing the extent to which pupils can participate in the school curriculum**



At St. Mary's we are proactive in promoting disability equality for our pupils, employees and other service users. We involve all staff in the implementation of the curriculum ensuring that all children have access to quality teaching and learning.

### **Identifying Barriers:**

At St. Mary's this is an ongoing process. We are currently able to meet the needs of all our pupils, including those with a physical disability. We are aware, however, that areas can be enhanced. We review our accessibility plan on an annual basis as we are aware that the needs of our pupils and other stakeholders can change. We have an ongoing action plan which relates not only to the building, but also the delivery of the curriculum. When issues arise regarding access to a curriculum area, parents, pupils and support services are always involved in the decision making.

### **Curriculum Development: The nature of the investment**

- Undertake regular assessment to identify underachievement for all pupils
- Placement of children with SEN / Disabilities is given serious consideration before the allocation of classes.
- TAs are allocated to the class needs
- Children are given extra support when needed in PE, e.g. support to access the equipment
- Advice is sort by professionals in regard of children with hearing impairment and other disabilities.
- Timetabling TA support to ensure that all children have the correct level of support when required.
- Relevant ICT software and hardware purchased when needs are identified e.g Widget, Speech to Sound, lower case keyboards, headphones etc.
- Great importance is given to training of staff and regular INSET programmes are delivered to TAs who support the children who are on the SEND register.
- Specialist advice has been and will continue to be sought for specialist training to support the needs of individual children.
- The school culture is such that peer support both inside and outside the classroom is encouraged and is clearly evident across all year groups.

### **Curriculum Development: Roles and Responsibilities**

All members of the SLT monitor the accessibility action plan and give regular feedback to the Governors' Curriculum Committee.

Key priorities are linked to the school's premises plan and improvement plan.

All curriculum co-ordinators have a responsibility to ensure that their action plans, when applicable, enable access to *all* pupils.

### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**



See Governors' premises five year action plan

### **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.**

Staff will ensure that resources and teaching materials (including marking and assessment feedback) will be modified to meet the needs of disabled pupils. Strategies to be used will include audio recording, enlarged print, simplified language, using picture /symbol language. In the event of an enlarged text being needed, an A4 piece of work will be halved and each half will be enlarged, i.e. A5 to A4 (landscape) rather than A4 to A3.

When planning and preparing resources and materials that will be used on a regular basis as part of the curriculum cycle, staff will produce these in a variety of formats, e.g. large print; this will reduce the need for repeated individual adjustments at a later stage.

Although we are not currently working with pupils who need specialised formats, we make ourselves aware of what services are available and how to access these. Therefore, should a pupil requiring a specialised format come to the school there would then be no delay in contacting the appropriate service.

### **Information for parents**

Information for parents will be provided in alternative formats when required. The following statement is placed on all documentation sent home "This information can be made available in a variety of formats, e.g. large print. Please contact the school if you would like further details." When informing parents of meetings and presentations they will be invited to state their accessibility requirements.

## **STAGE THREE – MAKING IT HAPPEN**

### **Management, Coordination and Implementation**

The Governing Body will:

- ensure that all staff are aware of the disability discrimination duties as they apply to schools;
- secure the commitment of all staff to removing barriers and increasing access;
- draw on support from within and beyond the school;
- target training for particular groups of pupils/staff/aspects of school life;
- share good practice between staff and with other schools.
- set priorities relating to our responsibilities for the plan.

### **We will consider:**

- the school's vision and values for disabled pupils.



- how we oversee the school accessibility plan and set a clear direction for it.
- how we assure ourselves that the plan is being implemented and that it is making a difference.
- how and when the school will review and revise its plan, including how anyone might contribute to that process.
- a mechanism for the evaluation of the plan and built-in outcomes that can inform the evaluation.
- a variety of evidence that can be used in the evaluation of the plan.
- how we report to parents on the success of the plan.

The headteacher will report back to the Children and Learning committee on a regular basis, providing information on the implementation of the plan and the changing needs of the pupils within the school.

The accessibility plan will be crossed referenced into the SIP on an annual basis and will be reflected in curriculum and premises action plans.

### **Action Plans**

These will show

- clear allocation of responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

## **MAKING THE PLAN AVAILABLE**

St. Mary's School is committed to ensuring that the accessibility plan is available to all stakeholders on request. A single copy will be made available to all in font size not less than 12 and to meet the recommendations of The Disability Rights Commission no less than 14 and in large print and on a range of coloured paper. The plan will also be made electronically, on the school web site and by email therefore enabling the reader to put it into any size font that may be required.



## APPENDIX ONE

### Checklist for School Staff and Governors

- The school collects information on race, disability and gender with regards to both pupils and staff, eg. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform policies, plans and strategies, lessons, additional support, training and activities that the school provides.
- The Single Equality Policy, Equality Objectives and Accessibility Action Plan have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stake holders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- The school ensures that all staff understand and implement the key requirements of the Single Equality Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Single Equality Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, eg. through class assemblies, the school council, Prefect roles, school choir.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (ie. different groups) and takes action if there is a cause for concern.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions, class assemblies and worship.
- The school environment is increasingly accessible to all pupils, staff and visitors to the school.
- Open evenings and other events which parents and the community attend are held in accessible parts of the school and issues such as language barriers are considered.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
- The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.



## APPENDIX TWO

### Equalities Action Plan and Objectives 2022 - 25

\*PPG, Ethnicity, EAL, SEND, CLA, GRT, G&T, Gender

Aspect of the duty and objective	Action	Action by	Monitored by	Time scale and frequency	Review
<p><b>To advance equality of opportunity between different groups.</b></p> <p>Monitor achievement and standards with regard to different groups* and take action where necessary to secure good progress for all learners.</p>	<p>Use cohort data files to identify current issues.</p> <p>Develop and implement strategies and interventions to tackle issues.</p> <p>Prioritise issues in School Development Plan (SIP) and Performance Management (PM).</p> <p>Use RAISEonline or internal data to identify trends over time and to compare with schools nationally.</p> <p>Use Local Authority (LA) e-pod data to compare with other local schools.</p>	<p>Class teachers.</p> <p>SENDCO</p> <p>Assessment co-ordinator</p> <p>G&amp;T Co-ordinator</p> <p>Headteacher (HT)</p> <p>SEND Governor</p>	<p>Full Governing Body (FGB)</p>	<p>Class teachers to provide termly data sheets for reading, writing and mathematics.</p> <p>Assessment Co-Ordinator to analyse termly data sheets for reading, writing and mathematics and prepare data report for HT and FGB.</p> <p>SENDCO to prepare termly report for HT and FGB.</p> <p>SEND Governor to meet termly with SENDCO.</p>	<p>Annually</p>
<p><b>To advance equality of opportunity between different groups.</b></p> <p>Monitor access to the curriculum with regard to different groups*.</p>	<p>See accessibility action plan.</p>				
<p><b>To eliminate unlawful discrimination, harassment and victimisation.</b></p> <p>Monitor issues involving bullying, harassment or victimisation in relation to different groups*.</p>	<p>Use children's responses on Worry Cards to identify issues.</p> <p>Use feedback from Circle Time and Islington Scheme of work.</p> <p>Use pupil questionnaire and feedback from School Council meetings to identify issues.</p>	<p>Whole school.</p> <p>Class teachers.</p> <p>Headteacher</p> <p>School Council</p>	<p>FGB</p>	<p>RHE and School Council Co-Ordinator to report termly to the HT.</p> <p>HT to maintain written log of all issues thought to involve bullying, harassment or victimisation.</p> <p>HT to provide written report</p>	<p>On-going</p>



	<p>Develop strategies to tackle issues.</p> <p>Annual Anti-Bullying week.</p> <p>Annual Safer Internet Day</p> <p>Develop use of Peer Mediators and Class Buddies.</p>			termly to FGB and LA.	
<p><b>To advance equality of opportunity between different groups.</b></p> <p>Monitor the take-up of after-school clubs and school trips with regard to different groups*.</p>	<p>Check attendance lists.</p> <p>Gather feedback from pupils attending clubs.</p> <p>Gather feedback from School Council.</p> <p>Identify issues and implement required changes.</p>	<p>School secretary.</p> <p>Class teachers.</p>	Teaching and Learning Committee	HT to report termly.	On-going
<p><b>To foster good relations between different groups.</b></p> <p>Monitor the promotion of positive role models in class teaching, displays, PSCHE and Assemblies.</p>	<p>Identify good practice through lesson observations, informal drop-ins, class visits, assemblies and leaning walks.</p> <p>Identify and remove any negative role models.</p>	Whole school	Teaching and Learning Committee	HT to report termly.	On-going
<p><b>To foster good relations between different groups.</b></p> <p>Monitor the social relationship between boys and girls.</p>	<p>Use feedback from pupils through Islington Scheme of work, circle times, play times, School Council, Buddies to identify any issues.</p> <p>Develop strategies to tackle any issues.</p>	<p>Class teachers.</p> <p>Midday Meals supervisors.</p> <p>RHE and School Council Co-Ordinator.</p>	HT	HT to maintain up to date log of any incidents and report termly to FGB if issues are identified.	On-going
<p><b>To advance equality of opportunity between different groups.</b></p> <p>Monitor the progress and attainment in reading and writing with regard to gender.</p>	<p>Curriculum maps to be reviewed with regard to introducing topics which will engage and motivate boys as well as girls.</p> <p>Teaching and learning strategies to be implemented which will result in better access to the curriculum for boys.</p>	<p>Class teachers.</p> <p>HT</p>	Teaching & Learning Committee	<p>Deputy Head (DH) to produce curriculum maps to ensure complete NC coverage.</p> <p>HT to report termly to Teaching &amp; Learning Committee.</p>	Annually





	Eg: breaking longer tasks down into several smaller ones; greater use of non-fiction to stimulate boys' learning.				
<p><b>To foster good relations between different groups.</b></p> <p>Monitor the views of parents and identify any issues.</p>	<p>Amend current Newsletter to include a parent response section.</p> <p>Set up new system to enable parents to give written feedback at Parent Consultation Meetings and class assemblies as well as Google questionnaires</p> <p>Gather feedback from parents attending Tea &amp; Chat events.</p> <p>Update existing school website.</p>	<p>HT</p> <p>HT</p> <p>SENDCO</p> <p>HT Whole school</p>	FGB	HT to report termly.	Annually
<p><b>To comply fully with the Public Sector Equality Duty.</b></p> <p>Review policies in the light of any actions needed in relation to any of the Equalities Objectives and continually consider how well the school is meeting those objectives.</p>	<p>Governors and staff to review policies and amend as necessary.</p> <p>Governors and staff to consider the extent to which we have achieved improved outcomes for the different groups*.</p> <p>Governor statement on the Single Public Sector Equality Duty on school website.</p> <p>Reference made to Single Equality Duty on school website and in school prospectus.</p>	<p>Governors</p> <p>HT</p> <p>Class teachers</p> <p>Governors</p> <p>HT</p>	FGB		Annually



## APPENDIX THREE

### Accessibility Action Plan 2022 - 2025

**Overall Target:** To enable everyone, particularly people with disabilities, to make full use of facilities by being able to move conveniently and safely at all times throughout the school and grounds.

\*PPG, Ethnicity, EAL, SEND, CLA, GRT, G&T, Gender

Aspect of the duty and objective	Action	Action by	Monitored by	Time scale and frequency	Review
<p><b>Education and related activities:</b></p> <p>Monitor access to the curriculum with regard to different groups*.</p>	<p>Continue to seek and follow the advice of the LA and other outside professional agencies, including other schools, to secure maximum access to the curriculum for all pupils.</p> <p>Teachers' planning to include direct reference to differentiation for different groups*.</p> <p>Continue to facilitate staff training, both internally and externally, to ensure a high level of awareness of the requirements of disabled pupils and their families and the skills to deliver necessary interventions.</p> <p>Ensure adequate provision of resources such as writing slopes, reading strips, pencil grips, laptops, coloured paper, pens and tinted overlays.</p> <p>Continue to engage fully with the parents of any children with disabilities and pay due attention to their and their children's preferences.</p>	<p>SENDCO Headteacher (HT)</p> <p>Class teachers</p> <p>SENDCO HT</p> <p>SENDCO</p> <p>SENDCO</p>	FGB	SENDCO to prepare termly report for SEND governor.	Annually
<p><b>Physical environment:</b></p> <p>Monitor the condition and accessibility of the school building and grounds with regard to different groups*.</p>	<p>To take account of the needs of pupils, parents, staff and visitors to the school with physical disabilities and sensory impairments when planning and undertaking improvements or refurbishment of the site, premises, fixtures and fittings.</p>	<p>Buildings, Health &amp; Safety Committee</p> <p>HT</p> <p>School</p>	FGB	Termly report from Buildings, Health & Safety Committee.	Annually



	<p>To carry out termly Health &amp; Safety inspections.</p> <p>To be proactive in planning reasonable adjustments in order to meet the needs of new children or staff joining the school.</p>	Business Manager			
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## APPENDIX FOUR

St Mary's C of E (Aided) Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We are committed to giving all our children every opportunity to achieve the highest standards.

Our vision is of a school where all children experience a diverse range of learning opportunities facilitated by enthusiastic staff who recognise and encourage the potential in every learner and who ensure that all children develop into confident, responsible and successful members of their community based on shared Christian values.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tack issues of disadvantage and underachievement of different groups.

The Equality Act 2010 replaced 9 major Acts of Parliament as well as almost 100 sets of regulations dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all types of discrimination which are unlawful. The Act covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- Admissions.
- The way it provides education for pupils.
- How it provides pupils access to any benefit, facility or service.
- Excluding a pupil.

### Role of Governors

The Governing Body is responsible for ensuring that the school meets the requirements of equality legislation through the following steps:

- Ensuring the school takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour.



- Supporting and guiding the school to have “due regard” for equality in all its functions.
- Ensuring the school complies with the Equality Duty.
- Reviews the progress of the Equality Objectives on an annual basis.

