



## Ardleigh St. Mary's Church of England (VC) Primary School

*Our School is a Christian place where children come to learn more about themselves and the world and where they will develop a lifelong love of learning.*

### **Accessibility Plan 2017-2020**

The purpose of this plan is to show how Ardleigh St Mary's intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from or providing services to the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

#### **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 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 SEND 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 needs appropriate.

## **Increasing Access for disabled pupils to the school curriculum**

- We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.
- We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.
- Through staff appraisal and continuous professional development the school aims to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. This is often referred to as First Quality Teaching.
- To ensure that pupils with a disability are equally prepared for life as the able-bodied pupils.
- To ensure that pupils with a disability have access to provision of specialist or auxiliary aids and equipment.

## **Improving access to the physical environment of the school**

- Provision, in exceptional cases, will be negotiated when a pupils specific needs are known as they enter the school.
- 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 time frame.

## **Improving the delivery of written information to disabled pupils**

- The information will take account of pupils disabilities and pupils and parents preferred format and be made available in a reasonable timeframe.

## **Financial Planning and control**

The Headteacher, Senior Leaders and the Governing Body will review the financial implications of the accessibility plan as part of the normal budget review process.

This Accessibility Plan should be read in conjunction with the following school policies:

- Special Education Needs Policy
- Health, Safety and Wellbeing Policy.

Consideration must be given to the school's position as regards accessibility. Ardleigh St Mary's would like to be able to accommodate children with disability but is much restricted by its buildings and lay out. The buildings are separate, the doorways are narrow and we have many changes of ground level. There is very little flexibility for ramps to allow access to wheelchairs. The school would encourage parents to view the buildings and assess for themselves the accessibility required for an individual child.

<b>Outcome</b>	<b>Action to ensure outcome</b>	<b>Who responsible</b>	<b>Time frame</b>	<b>Notes</b>
Independence of all pupils.	Classrooms are organised to promote the participation and independence of all pupils.	Teaching staff	Continuous	
All teachers/staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Raised staff confidence in strategies for differentiation and increase pupil participation.	Undertake an audit of staff training requirements.	Headteacher	Termly	
Teachers are aware of relevant issues and can ensure that this group has equality of access to life preparation learning.	Audit of pupils needs and staff training to meet those needs. To involve other professionals/ partners.	Headteacher/SENCO	Half termly	
All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future requirements.	All out of school activities are planned to ensure, where reasonable, the participation of the whole school.	Teaching staff/staff/volunteers	Continuous	

<b>Outcome</b>	<b>Action to ensure outcome</b>	<b>Who responsible</b>	<b>Time frame</b>	<b>Notes</b>
Whole school aware of issues relating to access.	Provide training to governors, staff, pupils and parents. Discuss perception of issues with staff determine the current status of the school.	Head/SENCO	As needed	
The school will be able to provide written information in different formats when requested for individual purposes.	The school will make itself aware of services available for converting written information in to alternative formats.	Office/SENCO	As needed	
Delivery of school information to parents and local community improved.	Review all current school publications and promote availability in different formats when specially requested. Make available school brochures, newsletters and other information for parents.	Headteacher/Office	As needed	
Good communication systems.	Encourage continuous feedback from all including pupils and parents.	Everyone	Ongoing	
Up to date Access Audit.	To carry out Access Audit Check List by 30 <sup>th</sup> April 2017 and review annually or sooner if required.	Governors	Ongoing	Audit 30 <sup>th</sup> April Outcome: to improve signage to the Office.

APPROVED BY GOVERNORS - at FULL GOVERNING BODY MEETING -  
POLICY TO BE REVIEWED – April 2018

Signed:- *T Barrott* Mr T Barrott – Chair of Governors

Signed:- *D Parker* Ms D Parker – Headteacher