

## St Mark's Catholic Primary School

### School Accessibility Plan

St Mark's School understands that we have a general duty under the Equality Act 2010 to:

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act

- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with the; pupils, parents, staff and governors of the school and will cover the timeframe of; 2014 - 2017. This Accessibility Plan will be constantly reviewed and revised and will be formally reviewed annually.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

#### **Admissions**

The Governors of St Marks Catholic Primary School supports the Special Educational Needs and Disability Act (2001). The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs to the School will be conditional upon:

- (a) The parents' /guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information.
- (b) Following the procedures which are set out in any school policies relating to Special Educational Needs.
- (c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision.
- (d) Specific additional funding from SENAR, if required.

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(e) Acceptance by the parents/guardians that some educational opportunities, which take place off-site may not be available. The above conditions will also apply, if a disability develops during the course of a child's education in St Marks Catholic Primary School.

#### Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). 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 visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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#### Equality and Inclusion:

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Outcome</u></b>	<b><u>Timeframe</u></b>	<b><u>Goals Achieved</u></b>
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually.	
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents	Whole school community aware of issues relating to Access.	September 2016  Training to be on Going as a result of staff knowledge and intake of pupils.	SEND training and accessibility Plan update shared and all staff contributed to the schools evaluation Spring 2015.
Review Inclusion and Equal Opportunities for recorded evidence of how staff provides access in all areas to all pupils.	Review policies with staff and governors. Share SEND information (local offer) with all staff and governors.	Policies reflect adherence to current legislation.	Short Term By the end of Spring Term 2015. Medium Term Reviewed 2016 Long Term Annual review.	SEND information shared with staff Spring Term 2015. Local offer reviewed with support from outside agencies (PSS) Autumn 2015

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#### Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Goals Achieved</u>
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all. Short Term	SEN staff to audit accessibility of school buildings and grounds. Governors Buildings Committee to check accessibility and then produce an Action Plan based on the findings.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	Accessibility Audit to be completed by Spring 1 2015  Medium Term Action Plan drawn up by end of Summer Term 2016  Long Term To be reviewed annually.	Accessibility Audit completed Spring 1 2015 to be reviewed again Summer 2016.
Ensure any proposed 'new build' project is physically accessible for everyone.	Any project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	Long Term Until any new construction begins	New ICT Suite complete Summer 2015 - Accessible for all.

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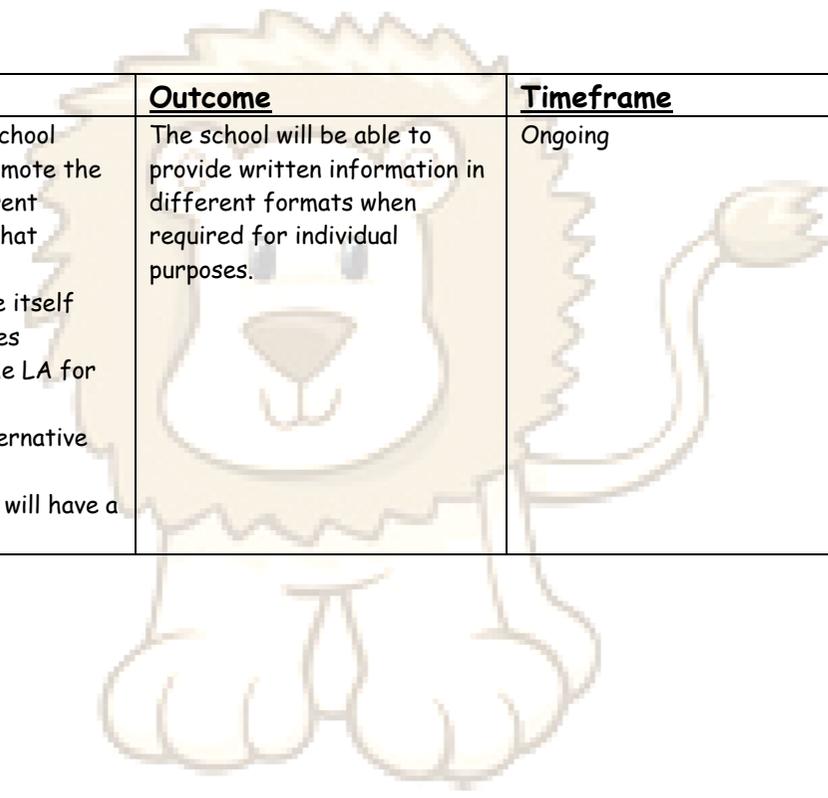
#### Curriculum

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
Continue training for teachers and support staff on different aspects of SEN including differentiation when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.	We recognise that this is an ongoing process, and that needs and expertise will change with time.	New class teachers given information about pupils in class Autumn 1 2015.
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.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On going.	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual cases as and when needed. All resources will be readily available for all pupils.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed constantly on-going.	
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	Class teachers will liaise with SENCo to ensure appropriate testing and support is provided for tests.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	On-going	Access arrangements discussed and arranged for 2015 - 2016 Spring 2 2016.

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### Written and Other Information



<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Outcome</u></b>	<b><u>Timeframe</u></b>	<b><u>Goals Achieved</u></b>
Make available school brochures, school newsletters and other information for parents/carers in alternative formats Availability of other written material in alternative formats also.	Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats. New school website will have a translate option.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Spring 1 2015 - School Website has translate option.