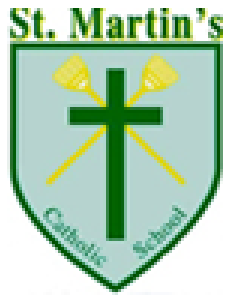


FEDERATION OF ST ANNE'S AND ST MARTIN'S
CATHOLIC PRIMARY SCHOOLS

St Martin's



Learning to live by faith and to be known by love

Accessibility Plan

2023-2026

Reviewed January 2024

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St Martin's Catholic Primary School we value every child and are committed to making sure that every child succeeds to the best of his/her ability, regardless of gender, background, ethnicity, disability, or any special needs.

Our approach to equality is based on Catholic Social Teaching regarding dignity of the individual and thus on the following key principles:

1. All pupils are of equal value.
2. Recognition of and respect for difference.
3. Fostering positive attitudes and relationships and a shared sense of cohesion and belonging.
4. Observing good equalities practice in staff recruitment, retention and development.
5. Aiming to reduce and remove inequalities and barriers that already exist.
6. Having the highest expectations of all our children.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The self-evaluation audit was carried out in January 2023. At the time of the audit, in our school community we had:

- o pupils with an EHCP
- o children receiving SEN support
- o No Looked After Children
- o pupils with English as an additional language (EAL.)
- o pupils with disclosed medical issues (asthma and allergies)
- o members of staff with disclosed medical conditions.

Key

No immediate action	Planned action	Immediate action to be undertaken
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Physical Environment				
Outcomes	Responsibility	Timescale	Findings	
The buildings and grounds provide reasonable access for children and adults	Leadership teams and School Business Manager	Ongoing	The buildings and grounds are accessible to adults and children, with clear pathways that are checked for obstruction.	
The site provides sufficient accessibility via the main car park and main pedestrian routes to the building	Leadership teams and School Business Manager	Ongoing	There is accessibility from the car park and the pedestrian route into the school building via well-defined pedestrian pathways.	
Disabled parking is available in the school's carpark	Leadership teams and School Business Manager	Ongoing	One disabled parking space available. Consider moving this nearer the building when marking the car park	
The evacuation exits and procedures consider the needs of disabled persons and are without obstacles	Leadership teams and School Business Manager and all staff	Ongoing	Evacuation exits are without obstruction. Personal evacuation plans are put in place where appropriate. Fire exits from the main building have ramps or are at ground level.	
Disabled toilet facilities are available with adequate space for a changing mat	Leadership teams and School Business Manager	Ongoing	Adult disabled toilet is available. Child disabled toilet is available alongside changing facility and hoist. Hoist will need to be serviced if it is needed.	
Pathways are accessible for wheelchairs with ramps provided where necessary	Leadership teams and School Business Manager	Ongoing	Ramps are provided to the main school building and to the modular building.	
Corridor routes are accessible and not cluttered, with doors that can be held back when required	Leadership teams and School Business Manager	Ongoing	Corridors are checked regularly to ensure that they are not cluttered. All doors to corridors can be held back as required	
School signage is clear and uncomplicated	Leadership teams and School Business Manager	Ongoing	Signs are clear and easy to read	
Premises are well lit. Adequate lighting and windows are available	Leadership teams and School Business Manager	Ongoing	Jan'24. Outside light bulbs to be replaced. Blinds have been surveyed with a view to replace those that are not effective or in need of repair.	

Appropriate seating plans are implemented to accommodate visual and hearing impaired pupils following advice from the Sensory Consortium Service	Leadership teams and all teaching staff	Ongoing	Where advice is needed, the SENDCo and Headteacher will consult with the relevant agencies to ensure accessibility.	
Furniture and fittings are appropriate for access needs e.g. height of tables/chairs/sinks, writing/reading slopes etc	Leadership teams and School Business Manager and all teaching staff	Ongoing	Classrooms checked to ensure tables and chairs are fit for purpose and address the needs of cohorts. All children have access to an appropriate level sink either in the classroom or in the toilet area. Disabled toilet and washbasin is available for adults. Where specialist equipment is needed for children, the SENDCo liaises with the appropriate agency.	
Training is delivered by the SEND coordinator with external professionals as necessary	Leadership teams and all teaching staff	Ongoing	The leadership team delivers training for specific provision and scaffolding. The SENDCo liaises with staff and delivers training as appropriate	
Care plans are in place for pupils with medical conditions. Advice and training is provided by external medical professionals	Leadership teams and all teaching staff	Ongoing	As per Pupils with Medical Needs policy	
Group rooms are available for pupil intervention or additional breakout spaces	Leadership teams and all teaching staff	Ongoing	Group room available for pupil intervention and curriculum delivery and break out sessions as required.	

Curriculum Access				
Outcomes	Responsibility	Timescale	Findings	
Training/refresher training is provided for teachers and support staff re certain aspects of SEND	Leadership team	Ongoing	The SENCo in liaison with other professionals delivers training to staff when required. See Inset and staff meeting schedules	
Staff are provided with links to external agencies for information and advice	Leadership team	Ongoing	The SENCo provides staff with contact details of external agencies when needed and time is given for staff to attend consultation sessions.	
Out of school activities are carefully planned to ensure participation for all pupils	Leadership team and teaching staff	Ongoing	Individual risk assessments are carried out as required to ensure participation and mitigation of risk	
Transport arrangements for any out of school activities consider the needs of pupils with SEND or medical conditions	Leadership team and teaching staff	Ongoing	Coach company informed of additional requirements for individual pupils when needed. Parental support may be requested as appropriate	
Classrooms are furnished with appropriate equipment to promote the participation and independence of all pupils	Leadership team and teaching staff	Ongoing	Needs assessed in Pupil progress meetings and specific resources are purchased to support pupils with additional needs as required.	
ICT provision is utilised if required e.g. keyboard skills instead of handwriting	Leadership team and teaching staff	Ongoing	Needs assessed in Pupil progress meetings. Where need is identified, keyboard skills are taught as an intervention and access to a computer is given for writing tasks as appropriate	
Access arrangements are made to provide for specific situations e.g. additional time for taking tests, larger print materials	Leadership team and teaching staff	Ongoing	Need for provision of extra time, rest breaks, a scribe etc is identified early, appropriate assessments undertaken and documentation submitted so that relevant support can be provided during public tests. Pupils with identified needs may complete their assessments 1:1, in a separate room or in a small group	

Planning is adapted and differentiated to provide opportunities for all pupils to achieve, this may include providing alternative activities	Leadership team and teaching staff	Ongoing	Scaffolds are used to enable all pupils to access age-related learning. Key learning points are identified and tasks are designed to allow pupils to demonstrate understanding. Alternative recording methods are provided so that all pupils can demonstrate their knowledge and understanding in RE and wider curriculum subjects. Resources are tailored to the needs of pupils who require support to access the curriculum e.g. pupils with motor difficulties/dyslexia may use a computer for some/all of their written work	
PE curriculum is reviewed to ensure all pupils can participate	Leadership team and teaching staff	Ongoing	Ability levels are considered when planning PE and suitable equipment may be used and tasks differentiated. Where appropriate extra adult support will be provided	
Lunchtime and after school activities are reviewed to ensure all pupils can participate	Leadership team and teaching staff	Ongoing	Activities are offered to all pupils and planning and provision is adapted to ensure that they can safely partake.	

Information Access				
Outcomes	Responsibility	Timescale	Outcomes achieved	
Liaison takes place with external agencies for the support of pupils with specific needs	Leadership team	Ongoing	The school liaises with external professionals to meet the needs of pupils as required	
School brochures/newsletters and other information can be provided in different formats if requested	Leadership team and Admin	Ongoing	Available in paper form and digitally. Translation can be provided as required.	
The school website displays information in simple formats	Leadership team, Admin, teaching staff and governors	September 2023	The website is easily navigated and text is uniform. There is no translation facility available and there should be more uniformity of how curriculum information is presented. Jan'24 Website is being updated as Subject leadership is developed.	
Parent meetings and pupil learning are presented in a user friendly way e.g. verbal, written, symbols, use of ICT	Leadership team	Ongoing and specifically at parent meetings	Parent consultations are offered face to face, but alternative communication is offered (email / telephone call). Translation is available for parents where this need has been identified. Parents are provided with easy to read reports as well as verbal feedback. Feedback in pupil books is through colours and symbols which can easily be explained to parents.	
Access to information issues are raised in parent/teacher meetings to uncover any specific needs e.g. different languages	Leadership team and teaching staff	Ongoing and specifically at parent meetings	Teachers ask specific questions during 1:1 meets prior to a pupil beginning school in Reception or in-year.	
Communication/information for any hearing/visually impaired members of the school community is adapted to suit needs	All staff	On-going	Where identified, information provided can be adapted.	
Visual timetables are used in all in classrooms	All teaching staff and Leadership team	Ongoing	Visual timetables are provided in all classrooms. Where a need is identified, some pupils may be given a personalised visual timetable. Staff are given training as to how to use timetables effectively.	
Systems are used consistently across the school e.g. symbols for success	All teaching staff and Leadership team	Ongoing	Staff ensure consistency by adhering to the school feedback policy	

criteria and the marking/feedback procedures				
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