



St. Martin's Church of England (Aided) Primary School

Accessibility Policy Statement

The policy will be reviewed as required to ensure the most up to date information is included.

St. Martin's Church of England (Aided) Primary School recognises that many of its pupils, visitors and staff, whether disabled or not, have individual needs when seeking to make use of the School and facilities. However, the School also recognises the fact that for some users, the nature of their disabilities may mean that they experience specific difficulties related to accessing education at our School and using the physical environment. As part of our ongoing commitment to Equal Opportunities and the delivery of an inclusive educational service, the School will endeavour to ensure that disabled people receive the same standards of service as everyone else.

In the light of this, St. Martin's School will:

- communicate to all Staff that our policy for the provision of educational services ensures the inclusion of disabled people. Such communications will address the legal obligation of individuals and the organisation as a whole
- provide appropriate disability awareness training for Staff, which will explain the policy of our School towards disabled users and the effective implementation of access improvements
- address acts of disability discrimination via existing clear conduct codes, where appropriate.

In order to ensure that the services it provides effectively meet the needs of disabled people, St. Martin's School will:

- consult with disabled pupils, parents, staff and disability organisations
- make access improvements to enable disabled people to use its services. Furthermore, St. Martin's School will effectively communicate this service availability to both pupils and staff
- regularly review whether education and other services are both accessible and effective, and take appropriate action
- monitor the implementation and effectiveness of this policy and plan on a regular basis
- operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.



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Accessibility Policy
2021 -2022**

Introduction

The Disability Discrimination Act 1995 (DDA) provided rights for disabled people, which affected school governing bodies to consider employment of Staff, non-educational services to the public, policies, practices, procedures and publishing information. The definition of people with disabilities under the provisions of the DDA were very broad including:

- wheelchair users
- ambulant disabled people
- elderly people
- those with poor dexterity or little strength
- those who lack comprehension
- those with impaired vision
- those with impaired hearing

and that barriers to access will arise for those who are:

- of excessively large or small stature
- mothers to be in the later stages of pregnancy
- parents and others in charge of small children, particularly those using wheelchairs
- temporarily injured
- sick or ill
- emotionally distressed or unstable.

A number of factors influence whether it is reasonable for changes to be made. In particular these include:

- how much an alteration will improve the situation for disabled persons
- how easy it is to make the changes
- the cost of the measure, both financially and in terms of the disruption it will cause
- the resources available
- financial help or other help that may be available.

The Special Educational Needs and Disabilities Act 2001 (SEND) amended Part 4 of the DDA expressing the requirement that schools increase over time their accessibility for disabled pupils.

Aims

At St. Martin's School, we aim to provide a broad and balanced curriculum for all pupils, regardless of ability and a hospitable, safe environment for pupils, employees and visitors alike. To achieve this aim we consider:

- * the extent to which, from the point of application, disabled pupils can participate in the School curriculum
- * how we may improve the physical environment

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- * how we may improve the delivery of clear information to everyone.

The Governing Body aim to provide a working environment that is conducive to learning regardless of individual disability. Our School has areas of cramped accommodation and the Plan sets out targets to further improve areas that cannot be structurally altered as well as implementing structural additions/changes.

Scope of the Accessibility Plan

i) Improving the physical environment of St. Martin's School for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the School and physical aids to access education. The physical environment includes steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds and induction loops.

Physical aids to access education also covers things such as ICT equipment, enlarged computer screens and keyboards, concept key boards and specialist pens and pencils. Provision of special items of equipment and/or extra adult assistance is made through the SEN framework, when provision is for an individual pupil. Provision of aids accessed by large groups or the School as a whole is taken from the School budget. The Diocesan Office provides advice, support and guidance to facilitate access to capital building project monies from various sources.

ii) Increase the extent to which pupils with disabilities can access and participate in the School's curriculum.

This strand of the planning duty will help to further improve access to a full, broad and balanced curriculum. It covers a range of elements, including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum coverage and staff information and training.

We plan to maintain access to the curriculum for all pupils, including those with a disability, by tailoring provision, whenever possible, to individual need. This approach may be assisted by the School S.E.N.Co. and/or Special Needs Teacher, LA Learning Support tutors and other outside agencies such as Occupational Therapists and Speech Therapists.

iii) Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information provided in writing to pupils by the School available to pupils with disability. This would include handouts, timetables, textbooks, information about school events, etc. Use of different colour paper/inks are used, Braille and sign language can be utilised and font size can be altered to assist. St. Martin's School considers the needs of Parents/Carers who have physical, sensory or

learning disability to determine how they might be supported in accessing essential information about the School.

Linked Documentation

School Development Plan
Staff Development policy
Breaking the Boundaries Development plan
SEN policy
Equal Opportunities policy
Curriculum policies
Behaviour policy
School Visits policy
Admissions policy/criteria
Transition Policy

Aims of the Accessibility Plan

St. Martin's School aims to include all pupils, including those with disabilities, in the full life of the School. Our strategies to achieve this include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music and drama
- planning out-of-school activities including school day and residential visits so that pupils with disabilities are able to participate fully
- establishing an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies that remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the School to cater for the needs of pupils with disabilities
- raising awareness of school staff through a programme of training
- providing written information for pupils with disabilities in a form which is user friendly
- ensuring that our Library and core reading scheme books provide positive images of people with disabilities.

Actions to ensure equality for pupils with disabilities

The Governing Body recognise that, in making changes to the physical environment to make life easier for pupils, staff and visitors with disabilities, we will inevitably improve the school experience for everyone. To this end, the accessibility policy and plan will be reviewed regularly and update as required.

The L.A. Accessible Environments Self Audit Guide (October 2002) is used to produce an informed and detailed monitoring in 23 different areas. As a result of the audit we will:

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- write an action plan which will include short, medium and long term targets
- make the policy and targets known to all teaching, support and ancillary staff, pupils and parents
- monitor the success of the plan.

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