

## Aston St Mary's School Policy

<b>Subject: Accessibility plan</b>	
<b>Effective Date: September 2023</b>	<b>Author Julie Winwood</b>
<b>Review Date: September 2026</b>	

The aim of this plan is to develop facilities and practice to provide access to education and educational achievement by disabled pupils to ensure equality of opportunity. Christian and British values underpin everything that happens in Aston St Mary's Church of England (VA) Primary School.

The definition of disability is a broad one. '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' (Disability Discrimination Act 1995).

In drawing up the plan consideration has been given to the needs of current and prospective disabled pupils, arrangements for adults using the building, the employment of staff, the letting of school property, the publication of information about arrangements for disabled pupils and the accessibility of published information for parents.

It is recognised that the school will introduce reasonable measures over a planned period. Where arrangements involve expensive capital development or other significant costs, the school will liaise with the Diocese of St Albans regarding possible funding.

The Diocese of St Albans will inform schools of its strategy to support schools in April of each year. It is expected that schools will consider means of improving accessibility within their normal programmes of refurbishment and redecoration and within any planned programme of premises improvement and policy review. The Diocese of St Albans will consider information from schools suitability surveys in deciding where funding will be allocated, and they would be responsible for funding more expensive capital projects, with governors raising ten percent (as a VA school). It may be assumed that reasonable measures for schools to fund will be up to £2000 and that schools may hold an allocated contingency to allow for a disabled pupil/member of staff joining the current cohort.

The school has undertaken a review of current provision and outlined plans for a three- year period.

Identification of Barriers to Access

<b>How the school delivers the curriculum</b>	<b>Current Position</b>	<b>Short term targets</b>	<b>Medium Term Targets</b>	<b>Long Term Targets</b>
Necessary training is provided for teachers and teaching assistants to teach and support disabled pupils	<p>Teachers and support staff have received training as required.</p> <p>One pupil in upper juniors has cerebral palsy and needs a splint on her leg.</p>	<p>All staff are equipped to support all pupils</p> <p>Arrange support for pupil as required. Liaise with parents</p>	New admission needs addressed and any relevant training provided.	New admission needs addressed and any relevant training provided.
Classrooms are optimally organized for disabled pupils	<p>Ramp in place to access main building. Reception class has an internal ramp to classroom.</p> <p>Wheelchair access to main building.</p> <p>Children with moderate hearing/visual impairment seated appropriately.</p>	The learning environment supports all pupils and stakeholders' requirements	<p>New admission needs addressed</p> <p>The school implements agreed planned programme of external access and adaptations to agreed classroom and outdoor area</p>	Admission needs from coming year addressed.

<p>Lessons provide opportunities for all children to achieve</p>	<p>All lessons adapted. SENDCo works with outside agencies and staff in school to ensure EHCPs and individual educational plans are followed and provide SMART targets. Extension opportunities provided for gifted and talented children. Interventions organised for all pupils, depending on needs.</p> <p>Planning details differentiated teaching and learning opportunities. Planned programme of target setting and assessment in place.</p>	<p>All staff issued with guidelines on strategies to support accessibility for children with speech and language, behaviour, visual and hearing impairment, speech and language difficulties and trauma.</p> <p>Share accessibility plan with outreach teachers and support agencies</p>	<p>Adaptation is implemented following agreed plan.</p>	<p>Adaptation is implemented following agreed plan.</p>
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How the school delivers the curriculum	Current Position	Short term targets	Medium Term Targets	Long Term Targets
Lessons respond to pupil diversity	<p>Three pupils currently have ECHP. PSHE curriculum is established. SMCS and Christian values underpin everything that happens in school. Opportunities to learn about different faiths and cultures through RE curriculum.</p> <p>Pupils, parent and staff views considered through School Council/ questionnaires etc.</p>	Health and safety requirements adhered to.	New admission needs addressed new classroom set up and accessibility ramps put in place if and when required.	Admission needs for coming year addressed
Children have opportunities to work in a variety of groupings in lessons	<p>Across both key stages there are opportunities for children to work individually, in paired groups, in small groups and as a whole class, all independently and with teachers or LSA (guided learning)</p> <p>There are opportunities for children to work in mixed gender</p>	<p>Introduction of 'buddying'. Possible groupings for different learning styles</p>	New admission needs addressed	New admission needs addressed
Opportunities for music/drama/physical activities.	<p>Music lessons are available in addition to the music curriculum. Children in Yr 1 upwards may join the school choir. In addition to the PE curriculum there are a range of sports related school clubs.</p>	<p>More children to participate in extra curriculum activities.</p> <p>Pupils to represent the school in the community - sport and music</p> <p>More competitive sports opportunities with other small schools</p>	New admission needs addressed	New admission needs addressed forward

<p>Additional teaching time allowed for disabled children to use equipment in practical work.</p> <p>Access for children with physical disabilities to exercise</p>	<p>Adapted activities provided for children with ECHPs and educational plans.</p> <p>Appropriate applications made for SATs adaptations if relevant - can the pupils access SATs</p>	<p>Expected admission needs considered and resources planned for.</p>	<p>New admission needs addressed</p>	<p>New admission needs addressed</p>
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How the school delivers the curriculum	Current Position	Short term targets	Medium Term Targets	Long Term Targets
Ensure school trips are accessible for all pupils, including those with disabilities	<p>Subject to government guidance: Currently residential trips arranged in year 5 and 6. Consultation with parents as necessary. Some activities in Yr 6 trip may not be accessible to some disabilities. PGL provide activity holiday that would provide arrangements for children with disabilities. Local trips currently arranged should be accessible to all</p>	Review provision of residential and day trips according to admission requirements.	Review provision of residential and day trips according to admission requirements	Review provision of residential and day trips according to admission requirements

<p>Expectations for all children are high</p>	<p>Progress of all children monitored. Half termly PPMs ensure all pupils are monitored. Regular formal assessment support teacher assessment. Progress monitored through a variety of groupings e.g. gender, SEN, ethnicity, disadvantaged pupils. Progress of children with ECHPs and educational plans are closely monitored. Monitored closely by SENCO, SLT and class teacher All pupils are involved in reviewing their targets. School Race Equality policy in place</p>	<p>Implementation of SDP</p> <p>Review SDP. HT's reports to regularly to governors</p> <p>Whole school tracking now embedded</p> <p>Pupil involvement in target setting.</p> <p>Careful monitoring of pupil progress ensures expectations remain high for all children.</p> <p>High presentation of books show pupils pride in their work and learning</p>	<p>Continue to embed effective monitoring and evaluation cycle</p>	<p>Continue to embed effective monitoring and evaluation cycle</p>
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<p>All staff seek to remove barriers to learning and participation</p>	<p>Good communication systems are fully established so that information is shared regularly to reduce any barriers to learning, for example</p> <p>Appraisals are linked to performance, planning meetings, liaison with outside agencies, governor monitoring committees and working parties.</p> <p>Consultation with relevant parties ensures SDP targets are linked to government legislation and agreed areas for development. Staff training is linked to school improvement targets and their individual targets</p>	<p>Regular monitoring by middle and senior leaders indicates all pupils have access to learning. If any issues are identified support is put in place to address them. Follow up monitoring measures impact. This cycle continues to be further embedded.</p>	<p>SLT continue to monitor and plan for improvements</p>	<p>SLT continue to monitor and plan for improvements</p>
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How well does the design of the school meet the needs of all pupils	Current Position	Short term targets	Medium Term Targets	Long Term Targets
Does the size and layout of the school allow access for all pupils?	Current facilities meet the needs of pupils attending. There is external access to the front of the school for wheelchair. There is disabled access to all classrooms and the school hall.	Continue to monitor and review as new admissions enter the school	Continue to monitor and review as new admissions enter the school	Continue to monitor and review as new admissions enter the school
Access to facilities	A child in a wheelchair has limited access all areas of the school because of the structure of the old building. Door openings are wide enough for wheelchair access.	All new building work is wheelchair accessible  H&S governors monitor the school on at least a termly basis and address then follow up on any	Continue to ensure new building works caters for wheelchairs	Continue to ensure new building works caters for wheelchairs. School accessible for wheelchairs
External access	External access by adults and children enables access to main school building the site. Site is secure and entry secure system in place - new security electronic gates are now in place	Car park has been marked out with parking spaces.  H&S governors monitor the school on at least a termly basis and address then follow up on any concerns immediately	SLT, including governors will continue to monitor the external access of the school.	SLT, including governors will continue to monitor the external access of the school.
Emergency evacuation procedures	Evacuation system in place	Consider additional auditory/visual requirements according to admission/staffing.  Staff aware of needs of pupil with cerebral palsy, so will supervise evacuation.	SLT, including governors will continue to monitor the efficiency of the emergency evacuation procedures	SLT, including governors will continue to monitor the efficiency of the emergency evacuation procedures

Lighting	Internal lighting recently checked and upgraded External lighting- security lights near to school. Car parking lit by timed lighting.	Continue to monitor and address any issues identified.	SLT, including governors will continue to monitor	SLT, including governors will continue to monitor
<b>How are materials delivered</b>	<b>Current Position</b>	<b>Short term targets</b>	<b>Medium Term Targets</b>	<b>Long Term Targets</b>
Meeting statutory requirements	The SLT, including governors ensure all statutory requirements are met	Governors decide how information about the implementation of the plan is given in their annual report	Governors consider how access is provided to parents with auditory /visual disability - ESL etc.	Governors ensure the school consistently meets the statutory requirements
Is information appropriately adapted	Website is always up to date. Information sent to all parents on request e.g. where parent is not living at child's home e.g. Newsletter, website, Parentmail etc	Monitor and consider admission/staffing needs e.g. need for Braille, large print, symbols, and provision of information in different languages - address when the needs occur Consider how documentation may be adapted for parents with reading/writing difficulties	Consider admission/staffing needs e.g. need for Braille, large print, symbols, and provision of information in different languages. Consider means of providing alternative forms of major documentation e.g. recorded Versions, website	Consider admission/staffing needs e.g. need for Braille, large print, symbols, provision of information in different languages

<p>How is information presented</p>	<p>Electronic parent mail Newsletters to parents. School website</p> <p>Presentations to parents</p>	<p>Effective systems in place to ensure all members of the school community are kept up to date.</p> <p>Monitor with parent questionnaires on regular basis</p> <p>Web-site continually up-dated</p>	<p>Effective systems in place to ensure all members of the school community are kept up to date.</p> <p>Monitor with parent questionnaires on regular basis</p> <p>Web-site continually up-dated</p>	<p>Effective systems in place to ensure all members of the school community are kept up to date.</p> <p>Monitor with parent questionnaires on regular basis</p> <p>Web-site continually up-dated</p>
<p>Use of Computing</p>	<p>Computing software used to provide information in different formats</p>	<p>Effective systems in place to ensure all members of the school community are kept up to date.</p> <p>Monitor with parent questionnaires on regular basis</p> <p>Web-site continually up-dated</p>	<p>Effective systems in place to ensure all members of the school community are kept up to date.</p> <p>Monitor with parent questionnaires on regular basis</p> <p>Web-site continually up-dated</p>	<p>Effective systems in place to ensure all members of the school community are kept up to date.</p> <p>Monitor with parent questionnaires on regular basis</p> <p>Web-site continually up-dated</p>
<p>CPD</p>	<p>Staff liaise with outside support agencies as appropriate and undertake relevant training,</p>	<p>Effective appraisals and monitoring by SLT and middle leaders ensures CPD is identified and support in place to increase staff's knowledge and understanding to support their development in their role</p>	<p>Effective appraisals and monitoring by SLT and middle leaders ensures CPD is identified and support in place to increase staff's knowledge and understanding to support their development in their role</p>	<p>Effective appraisals and monitoring by SLT and middle leaders ensures CPD is identified and support in place to increase staff's knowledge and understanding to support their development in their role</p>

