

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 all stakeholders of the school and will cover the timeframe of;

2021 - 2024.

This Accessibility Plan will be constantly reviewed and revised and will be formally reviewed annually and where the needs of pupils require this to happen.

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.

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 a Personalised Emergency Evacuation Plan (PEEP) 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.

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Access to and participation within the curriculum:

To ensure all pupils can participate in the school curriculum and have access to a broad and balanced curriculum

Our aim at St Mark's is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for ALL pupils.

Target	Strategies	Timescale	What will success look like?
<p>To be aware of the access needs of the St Mark's community; children, staff, governors and parents/ carers</p>	<p>Ensure the school staff & governors are aware of access issues of the school community.</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) requires additional support to access the environment.</p> <p>Yearly update during transition periods with new staff and new teachers/support staff.</p>	<p>Annually</p> <p>Annually</p> <p>On-Going as needs change at least annually</p> <p>Annually</p>	<p>All staff are aware of pupils' needs.</p> <p>All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met.</p> <p>PEEPs are prepared and reviewed as individual needs change</p>

<p>To ensure full access to the curriculum for all pupils and to ensure a broad and balanced curriculum for all.</p>	<p>CPD for staff involving outside agencies where necessary</p> <p>Providing a differentiated curriculum as necessary with appropriate resources</p> <p>Trained support staff support</p> <p>Use of interactive ICT equipment if required</p> <p>Specific equipment sourced from specialist teaching services where required.</p>	<p>On- going throughout the school year in line with pupil need and staff training need.</p>	<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. Raised confidence of all staff.</p> <p>All pupils will have access to a broad and balanced curriculum with resources to support their learning.</p> <p>Pupils will have access to specific equipment where needed.</p>
<p>To ensure staff have the training and expertise in different aspects of SEND where required to support the pupils in their class.</p>	<p>Review the needs of children with specific needs, provide all relevant training for the relevant staff as required.</p>	<p>On – Going</p>	<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.</p> <p>Raised confidence of all staff</p>
<p>All out-of-school activities, including after school clubs, are planned to ensure the participation of ALL pupils.</p>	<p>Ensure venues and means of transport are vetted for suitability for off – site visits.</p> <p>Ensure that after school clubs offered are accessible for all.</p>	<p>On – going</p>	<p>All pupils are able to access all school trips and take part in a range of activities.</p> <p>All pupils will have the opportunity to attend after school activities.</p>

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<p>Maintain safety for visually impaired members of the school community.</p>	<p>Gain support from QTVI team to complete regular audits of the school environment and follow advice.</p> <p>Ensure PEEP's are up to date and in line with children's needs.</p>	<p>Annually As needs - where pupils move classroom/key stage</p>	<p>Visually impaired members of the school community feel safe in school grounds.</p> <p>Visually impaired pupils are included in all aspects of school life.</p>
<p>Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.</p>	<p>Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual cases as and when needed.</p> <p>All resources will be readily available for all pupils</p>	<p>On – Going – regularly reviewed.</p>	<p>All pupils will have the resources they need to access the curriculum.</p>
<p>Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.</p>	<p>Class teachers will liaise with SENCo to ensure appropriate testing and support is provided for tests.</p>	<p>Annually for statutory tests. On-Going for in school assessments.</p>	<p>All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.</p>

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<p>Access to the physical environment</p> <p>To improve the physical environment of the school to increase the extent to which members of the school community with a disability can access the school environment.</p>			
Ensure any proposed 'new build' project is physically accessible for everyone.	Any project manager appointed will ensure compliance with building regulations regarding accessibility.	When any new construction is proposed.	Any new construction will be fully accessible for all pupils.
To ensure driveway, roads, paths around the school are as safe as possible and accessible for all.	<p>Communication with parents through letters, newsletters, website and conversations.</p> <p>PSCO support for parking.</p> <p>Safety improved with parking and access to the school premises.</p>	On - Going	All members of the school community can access the school grounds safety and with ease.

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