



St Mary and St Giles Church Of England School

Accessibility Plan 2022-2025

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Information and Objectives
- Health and Safety Policy
- Special Educational Needs Information Report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy

Section 1

Purpose of the Plan

The purpose of this plan is to show how St Mary and St Giles School (SMSG) intends, over time, to increase the accessibility of our school for disabled pupils. SMSG is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if: a) He or she has a physical or mental impairment. b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.



Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- c. Improving the delivery, to disabled persons, including pupils, of information, which is provided in writing for people, including pupils, who are not disabled.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:



- A copy is posted on the school's website
- Paper copies are available from the main office on request

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how SMSG will address the priorities identified in the plan. The plan is valid for three years 2022-2025. It is reviewed annually.

Section 2: Aims and objectives

5Our aims are to:

- Improve and maintain access to the physical environment
- Increase access to the curriculum for pupils with a disability
- Improve the delivery of written information to people, including pupils, with a disability

The tables below set out how the school will achieve these aims.

Improving access to the curriculum for pupils with a disability

Aim	Strategy	Outcome	Responsibility	Time frame
Increase access to the curriculum for pupils with a disability	SMSG offers an adapted curriculum for children of all abilities and uses specific resources to ensure certain pupils can access the curriculum fully.	Increased access to all areas of the curriculum. Increased safety for pupils and staff.	Class teachers SENDCo	December 2022



	Positive handling (Team Teach) training for staff to support children with physical needs.			
Exploitation of technology to support learning for all groups of learners.	<p>Support all staff to implement and effectively use technology within the classroom.</p> <p>ICT and sensory specialist teacher input for pupils who meet criteria.</p> <p>Use of iPads for individual pupils – source suitable support apps – train staff.</p> <p>Phonics – ELS use of this for personalised provision</p>	<p>Increased rates of progress for all learners.</p> <p>Increased staff confidence with these programmes</p>	Curriculum leads	June 2023
<p>Senior member of staff trained as a senior mental health lead</p> <p>Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need.</p>	<p>Commitment to CPD to promote health and wellbeing.</p> <p>Embed the Curriculum provision for mental health within the PSHE Jigsaw program.</p> <p>Embedding and enhancement of an outstanding pupil safeguarding curriculum that meets the requirements of Keeping Children Safe in Education 2022.</p> <p>Delivery of extra-curricular opportunities which promote mindfulness and wellbeing.</p> <p>The Colour Monster to be used throughout the school and pupils to check in with their wellbeing daily.</p>	<p>Senior member of staff driving commitment to promotion of positive mental health and wellbeing.</p> <p>An increase in visitors to support our safeguarding & pupil health & wellbeing curriculum.</p> <p>Enhanced parental opportunity for engagement.</p> <p>Pupils who can set goals, manage stress and</p>		July 2022



		organise their school work. Pupils who can use problem solving skills and their better emotional wellbeing to overcome obstacles to achieve their full potential.		
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Improving the delivery of written information

Aim	Strategy	Outcome	Responsibility	Time frame
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Head Office staff	Ongoing
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested. (translated documents where possible)	Review all current school publications and promote the availability in different formats when specifically requested.	All school information available for all who request it.	Head Office staff	Ongoing



Improving and maintaining access to the physical environment North Site

Feature	Description	Action to be taken	Person responsible	Time frame
Disabled toilets	There are two disabled toilets at north site, neither have disabled toilet signs on the outside so they are easily identifiable to those who may need to use them.	Signs to identify them as disabled toilets to be added to the outside of the doors.	Site manager Business manager	April 2023
Fire exit doors from music room, drum room, PPA room and art room.	Identified fire exits in the drum room, music room, PPA room and art room have steps out making it challenging for wheelchair users to use these exits. Art room also has an additional step down to playground level.	Ramps to be purchased to ensure easy exit for wheelchair users and those with other physical needs.	Site manager Business manager	July 2024
Disabled car parking space.	Staff car park was previously part of the playground, there are no car parking spaces marked out including a disabled space.	Disabled car parking space to be identified and marked out.	Site manager Business manager	July 2024
Internal doors in old part of school.	A number of the internal doors in old part of school are solid wood at the bottom impairing the view of what or who is on the other side, a person in a wheelchair would not be seen by someone the other side causing a hazard.	New internal doors to be fitted ensuring visibility at all levels on both sides of the door.	Site manager Business manager	July 2024



Improving and maintaining access to the physical environment South Site

Feature	Description	Action to be taken	Person responsible	Time frame
Fire exit doors from yr 1 & 2 classroom to their courtyard, gallery reading zone, year 5 cloakroom and exit opposite offices.	Fire exit doors from yr 1 & 2 classroom to their courtyard, gallery reading zone, year 5 cloakroom and exit opposite offices have a step down to the ground level.	Ramps to be purchased to ensure easy exit for wheelchair users and those with other physical needs.	Site manager Business manager	July 2024
Steps outside year five classroom and around amphitheatre up to playground level.	There are no handrails fitted to support access for physically impaired people up and down the steps this hinders access to outside toilets.	Handrail to be fitted to steps outside year five classroom and somewhere along the amphitheatre steps.	Site manager Business manager	April 2025
Staffroom	Staffroom is upstairs. People in a wheelchair would not be able to access this room.	Stairlift to be fitted.	Site manager Business manager	July 2025
Wheelchair ramp	Wheelchair ramp fitted in entrance hall to increase accessibility up and down the steps.	Annual maintenance checks to occur and relevant staff trained to use it.	Site manager	Annual