

The Federation of St Mary's Catholic Schools



Accessibility Plan 2020-2023

Junior School

'I can do all things through Christ who strengthens me.'

Rationale

At The Federation of St Mary's Catholic Schools, we believe in equality and inclusiveness for all and understand that everyone should have equal access to facilities and services regardless of disability, age, gender or race. St Mary's puts accessibility for all at the heart of the planning and design process.

As a school, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, emotional and cultural needs. Further, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

The Federation of St Mary's Catholic Schools recognise that many of our pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of our ongoing commitment to the delivery of an inclusive educational service, we work hard to ensure that all our pupils receive a high a standard of education and are supported in reaching their full potential. Good communication and cooperation between the school, home and other professionals are essential.

Aims

- To improve the delivery of information to disabled children and young people; using formats which give better access to information.
- To provide continued education as normally as the condition allows.
- To reduce the risk of lowering self-confidence and educational achievement.
- To promote equal access to education for all children.
- To establish effective liaison with all stakeholders.
- To ensure that prompt action takes place.
- To increase the extent to which disabled pupils can participate in the curriculum.
- To ensure the physical environment of the school provides disabled pupil's physical access to education and extracurricular activities.

Statutory Responsibilities

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The equality duty covers the nine protected characteristics; age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Disability is defined by the Equality Act 2010 as: 'When a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities'. Some specified medical conditions, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

Area 1 Accessing the Curriculum				
Intent	Implementation	Timescale	Lead Professional/s	Impact
Ensure all pupils have full access to the school's curriculum	Regular reviews of SEND and medical needs register	Sept 2020 – July 2023	Mr McCann Mrs Redmond Mrs Follin	All school records/information up to date and known by all working with children.
	Use of visual timetables Additional aids available, e.g. pencil grips, writing slopes	Start of each academic year		Full curriculum entitlement delivered.
	Use of personalised plans and class provision maps	Start of each academic year		Enriched learning experiences for all children.
	Transition Programme used to ensure full details of all SEND children are communicated from Infant School to Junior School. This includes migration of CPOMS	Summer Term 2021, 2022, 2023		During periods of self-isolation, children had access to the required curriculum.
	Continued reviews of Matrix of Vulnerability	Half-termly from Sept 2020 – July 2023		
	Ensure 5Cs Curriculum is credible	Start of each academic year		
	Ensure Remote Learning Plans are fully accessible	October 2020		

	Residential Trips to be inclusive ensuring that all pupils are not prohibited from attending any residential due to disability. Pre- booking checks with all residential providers e.g. Colomendy, London, Robinwood at planning stages for each trip.	Ongoing		Fully inclusive experience shared by all.
Ensure EHCP enable children with disabilities to have full access to the curriculum	<p>Ensure any EHCP transition from Infant School starts in Spring Term and involves all parties i.e. Infant School SEND Lead, Y2 teachers, Year 3 teachers and SENCO.</p> <p>Advice sought from specialist services during any review process EHCPs content is known by all adults working with the child</p> <p>A Personal Emergency Evacuation Plan (PEEP) completed for disabled pupils/pupils with any access issues (e.g. crutches)</p>	<p>Spring Term each year.</p> <p>Ongoing throughout the year and during any set review meeting. Ongoing</p> <p>Start of each academic year or when needed throughout the year.</p>	<p>Mrs Follin Mrs Redmond Mr McCann</p>	<p>Smooth and informed transition for EHCP pupils to Junior School Pupils with disabilities are able to access all areas of school life</p> <p>All staff are aware of risks and evacuation procedures for disabled pupils</p>

	Review outdoor equipment provision to identify improvements that can enrich outdoor learning experience.	Jan - March 2021		Any additions to outside environment are fully inclusive and can be accessed by all.
	Review Forest School Access	February 2021 and then Sept 2021, Sept 2022 and Sept 2023		Clear access paths to Forest School area
To review statutory policies to ensure that they reflect inclusive practice and procedure	Work through each statutory policy related to buildings and premises management. If needed seek guidance from Archdiocese Area Surveyor and HR.	Ongoing	Mr McCann	Relevant policies comply with Equality Act 2010
Accessible car parking	Disabled members of staff and visitors have a place to park in the staff car park near the entrance to the building.	Ongoing	Mr McCann	There is a place for disabled members of staff and visitors to park throughout the school day.