



The Federation of St Mary's Catholic Schools

"I can do all things through Christ who strengthens me"
Philippians 4:13

Respect

Compassion

Resilience

Accessibility Plan

Approved by Governors:	
Next review due by:	

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	<p>Regular reviews of SEND and medical needs register</p> <p>Use of visual timetables Additional aids available, e.g. pencil grips, writing slopes</p> <p>Use of Provision Map software</p> <p>Transition programme used to ensure full details of all SEND children are communicated from Infant School to Junior School. This includes migration of CPOMS</p> <p>Continued reviews of Matrix of Vulnerability</p>	<p>Termly</p> <p>Start of each academic year</p> <p>Start of each academic year</p> <p>Summer Term 2023</p> <p>Half-termly</p>	<p>Head of School SENCo Class teachers</p>	<p>All school records/information up to date and known by all working with children.</p> <p>Full curriculum entitlement delivered.</p> <p>Enriched learning experiences for all children.</p> <p>During periods of self-isolation, children had access to the required curriculum.</p>

	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.	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 to Infant School starts in Spring Term and involves all parties i.e. Infant School SEND Lead, EYFS teachers</p> <p>Ensure any EHCP transition from Juniot 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>Spring Term each year.</p> <p>Ongoing throughout the year and during any set review meeting. Ongoing</p>	<p>Head of School SENCo EYFS teachers</p> <p>Y2/Y3 teachers</p>	<p>Smooth and informed transition for EHCP pupils to Infant School Pupils with disabilities are able to access all areas of school life</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>

	A Personal Emergency Evacuation Plan (PEEP) completed for disabled pupils/pupils with any access issues (e.g. crutches)	Start of each academic year or when needed throughout the year.		
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Training of relevant staff re supporting children with specific disabilities	<p>Staff to attend specific training to enable them to effectively support the children in their care.</p> <p>Should a child with a physical disability join school mid-year the training needs of staff will be identified at the Professionals' Meeting.</p> <p>If school recruits for a specific disability need – relevant training will be identified and checked at interview and highlighted in the job description and advert.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Any appointment</p>	Head of School Phase Leads	<p>School correctly resourced.</p> <p>Staff are more than adequately trained and qualified to carry out their duties.</p>
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Area 2 Physical Environment				
Intent	Implementation	Timescale	Lead Professional/s	Impact
Ensure access for disabled members of the school community	<p>Corridors kept clear of obstacles (deliveries etc)</p> <p>Personal Emergency Evacuation Plan (PEEP) completed for disabled pupils if needed</p>	<p>Ongoing</p> <p>Ongoing – when necessary</p>	Executive HT Head of School	<p>Clear and safe access around school site.</p> <p>All staff are aware of risks and evacuation procedures for disabled pupils</p>

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