



Accessibility Plan

Review of the policy will take place annually or sooner if necessary.

St Mary's Church of England (A) Primary School promotes the safeguarding and welfare of all students in its care: all policies support the "Safeguarding Policy", are fully consistent with the "Every Child Matters" agenda, and fully support the principles of equal opportunities for all.

Introduction

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with the LA, staff and governors of the school and covers the period from February 2015- September 2015.

Current Accessibility Arrangements:

Admissions

The Governors of St Mary’s CE (A) Primary School, Mucklestone supports the Special Educational Needs and Disability Act (2001), as it applies to Scotland. 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 e.g. Assessing Children's 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 the Local Authority if required
- (e) Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
- (f) 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 Mary’s CE (A) Primary School.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
Main building	<p>The main entrance is down a ramp and there are three steps. The school has provided a disability path and access via the hall for disabled visitors. All classrooms can be accessed from the main corridor –no steps and there is access in/ out through class 2’s outside door.</p> <p>There is the provision of a disabled toilet. Corridors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles.</p>
Hall	The entrances are flat allowing for easy wheel chair access.
Playground	Available for all pupils. Access is available without the need to use steps.
Field Area	Available for all pupils.
Quiet Garden	Garden path has a few steps.

Entrance Paths	All clear of steps allowing easy access for all pupils and parents.
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Evacuation Procedures

The school's Fire and Evacuation Procedure 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 the Individual Education Plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a Main Stream Primary School we cannot replicate the range of support and resources that a local authority can provide. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCO teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at St Mary's C.E. (A) Primary School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan or Coordinated Support Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as hand-outs, newsletters, homework etc., then the school will be happy to consider alternative forms of provision in consultation with the County's Advisory Services.

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines)
- Personal Evacuation Plans
- Special Educational Needs/ Inclusion Policy
- Positive Behaviour Policy
- The Annual School Welcome Booklet

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

Action Plan 1: Increasing Physical Access to and within the school.				
TARGET	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
To improve wheelchair access for adults and	To use Formula Capital monies to provide the	Wheel chair access will be improved.	April 2015	Yes

pupils visiting or entering school.	disability pathway			
To provide an additional disabled toilet near to the school entrance.		Improved access for wheel chair users or disabled people.	July – Sept 18	Yes

Management of the Plan

- The governors Premises Committee will be responsible for the strategic direction of the School’s Accessibility Plan.
- The governors Finance Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.
- Progress of the Plan’s Priorities will be reported:
 - to the Full Governing Body at least once per year.
 - on the School website
 - in the welcome booklet

Parents/Carers may request a copy of the Accessibility Policy/Plan from the School Office.