



## Saint Mary's CEVA Primary Academy Accessibility Policy

### Accessibility Policy

**Saint Mary's CEVA Primary School is a Church of England Primary Academy within the Diocese of Peterborough.** We seek to embrace the gospel values, using grace, care, compassion and understanding to meet the needs of all our children and especially vulnerable children.

***To try and predict all the needs of any child would result in a very large and incomplete plan. We have therefore taken the decision that we will address the needs of all children as they start school, or before if working with pertinent information regarding a child's needs. A plan will be formulated to meet a child's needs so that they can attend the school. The school will go to extreme lengths to ensure that a child is not excluded from coming to the school owing to the school's environment.***

#### Our shared vision

Our aim is to make Saint Mary's Academy a caring, vibrant and viable School in which all children can aspire to their full potential. We will achieve this by:

- \*Developing high self-esteem through a culture where everyone is listened to, valued, supported, respected and feels secure.
- \*Embracing challenge and learning from experience even when things go wrong.
- \*Offering an informative, interesting and vibrant environment which actively fosters a love of learning.
- \*Being inclusive, whilst valuing the need for individuality.
- \*Enriching children's perception of cultural diversity through developing a global awareness.
- \*Motivating children with a broad, rich and inspiring curriculum.
- \*Developing a culture of respect for others and self through establishing clear expectations and boundaries.
- \*Fostering effective and rewarding partnerships through clear communication at all levels.
- \*Ensuring a spiritual and emotional awareness of the whole self.
- \*Creating a vibrant and interesting School where children, staff and parents develop a passion for learning.

St Mary's Academy strives to ensure that the culture and ethos of the School are such that, whatever the abilities and needs of members of the School community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

#### Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

#### Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.



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### **Scope of the Policy**

This policy covers three main strands:

1. Improving the physical environment of School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

This strand covers aids to improve the physical environment of the School and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils. In maintained Schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all Schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population and (future population) of the School. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the School might as a general measure provide blinds and adjustable lighting through the planning duty.

Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

2. Increase the extent to which disabled pupils can participate in School's curriculum. This strand will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through School and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that Schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities

This part of the policy covers planning to make information normally provided by the School in writing to its pupils – such as handouts, timetables, textbooks, information about School events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related School policies

Equality for disabled pupils is included as an explicit aim in all of the School's policies and is supported by the School's other policies including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour Policy
- Admissions policy/criteria



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- School improvement plan
- School Asset Management Plan
- Policy for School trips and excursions
- SEN policy
- Exclusions

### Monitoring

St Mary's Primary Academy recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

### Possible Areas to Monitor

- Admissions
- Attainment
- Attendance
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions
- Response to teaching styles/subject
- SEN Register
- Setting/groups
- Effects of the Literacy and Numeracy Strategies
- Extra-curricular activities
- Homework
- Homework clubs
- Number of pupils participating in summer Schools including those for the very able and gifted
- Selection and recruitment of staff
- Governing Body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the School (representation on PTA, attendance at parents' evenings, in the classroom, School productions, sports day, fetes etc)

Reviewed every three years: February 2017