

**St Mary's Catholic Primary School**  
**Canterbury Road, London, NW6 5ST**  
**Telephone: 020 7624 1830**  
**Email: admin@marycps.brent.sch.uk**



# **Accessibility Policy**

## **2020-2021**

**POLICY DETAILS:**

**Legal Status:** Statutory

**Adopted:** November 2016

**Version Date:** September 2020

**Next Review:** September 2021

**Responsible Person:** Governing Body

## **Introduction**

This plan was drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002. The school have also taken into account the government's proposals set out in the SEND Green paper March 2011 and the Equality Act 2010.

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA).

"A person has a disability if he or she has physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities".

## **Key Objectives**

To reduce and, where possible, eliminate barriers to accessing the curriculum and for pupils to have full participation within the school community.

## **Principles**

Compliance with the DDA and the Equalities Act 2010 is consistent with St Mary's aims and commitment to equalities and the operation of St Mary's SEN policy. St Mary's Catholic Primary School recognises its duty under the DDA (as amended by the SENDA)

- Not to discriminate against disabled pupils in their admissions and provision of education and associated services
- Not to treat disabled people less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

St Mary's recognises and values parent's knowledge of their child's disability and the effect on his/her ability to carry out routine activities, and respects the parents and child's right to confidentiality.

St Mary's Catholic Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; It endorses the key principles in the National Curriculum 2013 framework, which underpins the development of a more inclusive curriculum.

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils

## **Activity**

### a) Education and related activities

St Mary's will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEN inspectors/advisor and of appropriate health professionals from local NHS Trusts.

### b) Physical environment

At St Mary's Catholic Primary School, we will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

### c) Provision of information

St Mary's Catholic Primary School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

St Mary's Catholic Primary School will continue to work in partnership with outside agencies in order to ensure the best outcomes for all pupils e.g. CAMHS, CAF.

## **Action Plan**

See attached Appendix

## **Linked Policies**

This plan will contribute to review and revision of related school policies and documents e.g.

- School Improvement Plan
- Inclusion Policy
- SEN policy
- Equalities policy
- Curriculum policies

School Accessibility Plan 2020-2021  
St Mary's Catholic Primary School

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p><b><u>Access to Curriculum</u></b></p> <p>1. Ensure access to computer technology appropriate for pupils with disabilities</p>	<p>Purchase appropriate computer technology as required for pupils with disabilities. School staff to be updated on available technology.</p> <p>Chromebook &amp; ipad set up for children with EHCP</p>	<p>October 2020</p> <p>All teaching staff</p>	<p>Linked to SDP Awaiting tendering</p>	<p>SENDCO</p> <p>Technician</p>	<p>Governors</p> <p>Headteacher</p>	<p>Access to appropriate computer technology will be improved for all disabled pupils.</p> <p>Children with SEND will have improved access to computers to enhance progress in key areas</p>
<p><b><u>Access to Curriculum</u></b></p> <p>2. Reflect identified area of need in lesson planning and delivery.</p> <p>Precision teaching for specific children</p> <p>Training for all staff</p> <p>Train staff as First Aiders and develop a medical resource area to meet the needs of pupils with high level medical needs</p>	<p>Incorporate Quality First Teaching into all planning.</p> <p>Ongoing programme of staff training in Disability awareness to reflect diverse needs of pupils within the school.</p> <p>Purchase of resources to increase pupil participation. E.g. move n sit cushions for pupils with ADHD</p> <p>Medical training from Paediatric nurse</p>	<p>Ongoing</p> <p>Daily Programme</p> <p>Update training for a specific child</p> <p>-Update epipen training</p> <p>-TA training- First 2 days of term</p>		<p>All Staff</p> <p>Specific teaching assistants</p> <p>All TAs- general First Aid course</p> <p>Specific TAs- medical training</p>	<p>SLT Governors</p> <p>First aiders identified</p>	<p>Improved access to curriculum for all pupils</p> <p>To achieve individual targets set for precision teaching</p> <p>All children who are assigned to the programme will be able to identify phonemes, blend words and read independently.</p> <p>Children will be able to access the curriculum and receive medical intervention when required by a trained member of staff</p> <p>-One child's needs being met by 2 staff mem</p>

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p><b><u>Access to Curriculum</u></b></p> <p>3. Prioritise pupil participation in school activities</p>	<p>Promote Pupil awareness of the rights of the child and Every Child Matters Agenda.</p> <p>Brent Junior citizenship scheme</p>	<p>Ongoing</p>		<p>All Staff Governors</p> <p>Year 6 pupils/staff</p> <p>Year 5 pupils/staff</p>		<p>Increased participation in school life for all pupils with disabilities</p> <p>Pupils to show awareness of rights and responsibilities and good citizenship.</p>
<p>Encourage pupils with SEND to attend after school activities</p>	<p>Ensure school activities are accessible to pupils. Audit after school activities for SEND</p>	<p>Termly</p>		<p>SENCO</p>		<p>Pupils with SEND will participate in physical and creative after school activities</p>
<p><b><u>School Policies</u></b></p> <p>Ensure all policies consider the implications of disability and /or access</p>	<p>Consider all policies in view of targets 1,2, and 3</p>	<p>Ongoing</p>		<p>Governors</p>	<p>Governors</p>	<p>Access to all aspects of school life for all pupils.</p>
<p>Parental and Staff questionnaire to consider individuals needs</p>	<p>Whole school to complete questionnaire on disabilities/ equalities</p>	<p>Annually</p>		<p>SENCO</p>		<p>Children and staff with disabilities will be fully included and have the ability to voice their concerns</p>

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p><b><u>School Buildings</u></b></p> <p>Ensure that access to school buildings and site can meet diverse pupil needs</p> <p>Ensure children and adults who require it have a Personal Evacuation Plan</p>	<p>Accessibility and clarity of signs around school and awareness of independent access</p> <p>Write Personal Evacuation plan where required</p>	<p>Ongoing</p> <p>Old PEEPs to be updated by October in light of moving classrooms.</p>		<p>SLT Governors</p> <p>SENDCo</p>	<p>Governors</p> <p>SENDCo</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities</p>
<p><b><u>Classrooms</u></b></p>	<p>Plan classrooms in accordance with pupil need.</p> <p>Organise resources within the classrooms to reflect pupil need.</p> <p>Provide quiet areas within school.</p> <p>Think beyond the ramp. Look at accessibility in all areas of school life.</p>	<p>Ongoing</p>		<p>SLT Governors</p> <p>Class teachers/ SENCO</p>	<p>Governors</p> <p>Head Teacher</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities</p> <p>Children will be able to express themselves in a quiet environment through play and creative exploration</p>

<p><b><u>Developing new SEND Room</u></b></p>	<p>Area for children to have provisions carried out</p> <p>Therapists to have first priority to this space due to privacy and the amount of space required due to recent Covid 19</p>	<p>In progress.</p> <p>Stage 1 complete</p>		<p>SLT &amp; SENDCo</p>	<p>SLT &amp; SENDCo</p>	<p>Children, staff, external agencies and parents of children with SE'D to have access to a hub.</p>
<p><b><u>Newsletters &amp; Documents</u></b></p> <p>Key area</p> <p>Availability of newsletters and school document in alternative formats.</p> <p>Staff to be made aware of children/ parents with disabilities on a need to know basis</p>	<p>Large print and audit formats as required.</p> <p>Newsletters, school documents and pupil information online</p> <p>Resources can be given in alternative formats.</p> <p>Translator Teacher of the Deaf Training for staff with pupils who have hearing aids</p> <p>-Support for children with visual impairments</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Termly</p>	<p>£500 p.a.</p>	<p>SLT Governors</p> <p>SENDCO</p> <p>SENDCO/ Brent deaf and hearing impairment</p> <p>SENDCo</p>	<p>Governors</p> <p>Head teacher</p> <p>SENCO</p>	<p>Information to pupils with disabilities and parent/carers will be improved via email, text and the website.</p> <p>Teacher and pupils will be trained on how to manage and check hearing aids</p>