

# St Mary's RC Primary Academy

## Boston



## Accessibility Plan

Mission Statement

We love, we grow, we learn; walking with faith in the light of the Lord.

Date Adopted: Advent 2020  
Date of Review: Advent 2023

## **Contents**

Introduction

- Vision Statement

- Aims and Objectives

Current Good Practice

- Physical Environment

- Curriculum

- Information

Access Audit

Management, Coordination and Implementation

Action Plan

## Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- The pupil has a physical or mental impairment.
- The pupil’s impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. At St Mary’s RC Primary Academy Boston the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Headteacher and evaluated by the Governing Body. The current Plan will be appended to this document.

This Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

St Mary’s RC Primary Academy Boston Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The accessibility Plan contains relevant and timely actions to;

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

This Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for Staff and Governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website and monitored by the Governing Body and Headteacher.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **Rights Respecting Articles**

### **Article 3**

The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children.

### **Article 23**

You have the right to special education and care if you have a disability, as well as all the rights in this convention, so that you can live a full life.

### **Article 28**

All children have the right to a good primary education, which should be free.

## **Vision Statement**

At St Mary's RC Primary Academy Boston we are committed to working together to provide an inspirational and exciting learning environment where all pupils can develop an enthusiasm for life-long learning. We believe that pupils should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

St Mary's RC Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

## **Aims**

Our Aims are:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

### **Current Good Practice**

We ask about any disability or health condition in early communications with new Parents and Carers. For Parents and Carers of pupils already attending the school, we collect information on disability yearly to update pupil's IHCPs.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited or no access at the moment, following the building redevelopment in 2013.

### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff

### **Access Audit**

The school is a one storey building with wide corridors and several access points from outside. On-site car parking for staff and visitors includes three dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available in each Key Stage and in the reception area, all fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

## Management, Coordination and Implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

### Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

To increase the extent to which disabled pupils can participate in the school curriculum.

Short Term				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Liaise with Nursery providers to review potential September 2021 intake	Identify pupils who may need additional or different provision for September 2021 intake	September 2021-22	HT EYFS Teacher	Procedures/equipment/ ideas set in place by September 2021
Review all statutory policies to ensure that they reflect inclusive practice and procedure	Comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
Establish close liaison with Parent/Carers	Ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach
Establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	Ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative working approach
Ensure full access to the curriculum for all	Outside Play visits; Employment of specialist advisors and CPD for Teachers	Ongoing	Teachers	Advice taken and strategies evident

Signed .....  
Chair of Governors

Date .....