



Together we love to learn
and learn to love

St. Mary's CE Infant School Accessibility Plan

St Mary's Infant school is committed to inspiring every child. We embed the Christian value of love across school life because we believe that a child who feels loved, secure and happy is a learning child. We encourage our children to achieve their potential, develop their talents, celebrate their uniqueness, and rejoice in their relationships with others.

The Accessibility Plan reflects the School's commitment to providing an environment that enables full curriculum access and values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

This plan has been drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, the Equality Act 2010.



Aims

1. To increase the extent to which disabled pupils can participate in the curriculum
2. To improve the physical environment of St Mary's to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided
3. To improve the availability of accessible information to pupils with disabilities.

Staff and Governors will review the plan on an annual basis to evaluate:

- Responses to any legislative changes
- Changes or expected changes to pupil needs

Monitoring will be a constant process. The Governors, Headteacher/ SENCo will make the necessary amendments. Health & Safety issues may be raised and concerns will be addressed.

If a pupil with special medical requirements and/or a particular disability which restricts mobility around the school site is offered a place, a support meeting will be held consisting of the parents, Headteacher/SENCo and the Class Teacher.

Curriculum

With consideration to reasonable adjustments, reasonable expectations and financial restrictions, the school will endeavour to:

- Give full disclosure of relevant information during transfer to each year group
- Hold regular meetings between Parents & Carers, Class Teacher, Support Staff and SENCo to address needs, concerns and progress.
- Address needs and support through training of staff
- Share good practice
- Seek professional, relevant support and advice

Physical Environment

Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling access. The following is noted:

- There is a disabled toilet in the Reception classroom.
- Door widths and uneven floors exist in the old, listed section of the school
- There is one step up into the staff resource base and one internal step leading down to a staff toilet.
- The 1 to1 Nurture room and learning space are on the second floor.
- The hall is on the ground floor and is accessible to all, though the entrance doorways into the hall vary in width.
- There is no on-site car parking for staff or visitors. There is time limited parking around the Green outside the school.
- All entrances to the school are flat and have wide doors fitted. The main school has been fitted with a low reception desk, though care will be needed to negotiate the door into the office.
- The school has internal emergency signage and escape routes are clearly marked.
- The sensory room is equipped with facilities designed to reduce barriers to learning.



Delivery of information

- The school will provide documents in relevant forms (e.g. large print) if requested.
- When necessary, training will be provided for all staff in order to communicate better with children with Special Educational Needs or Disability.

Specific Needs

- If an environmental audit is needed to access the physical accessibility for children with a visual impairment, the school will seek external advice and support.
- Physical adaptations for children are often specific to the individual child. The school will consider all recommendations made by an Occupational Therapist.



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