



St. Mark's C.E. Primary School

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Accessibility Plan

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Approved By (Committee / Group)	Local Governing Body
Date Ratified by FGB	20/10/22
Where published / Displayed	School Website / Staff Shared Area
Review Date	October 2023
Target Audience	Staff, Governors & Parents
Is this a Statutory Document?	Yes

Accessibility Plan

Introduction:

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014:0 to 25 years. The Inclusion Leader and Headteacher will review this every three years in conjunction with the Local Governing Body.

Definitions of Special Educational Needs and Disability (SEND):

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age
- Disability or health condition that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools
- Special Educational Needs also encompasses those children placed on the Able and Talented Register.

(SEND code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'

The Equality Act 2010:

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people; (SEND code of Practice 2014)

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable. (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with:

1. The School Admissions Policy
2. The School Website
3. The Equality and Diversity Policy
4. The Behaviour Policy
5. The Special Educational Needs policy
6. The School Information Report (formerly School Offer)
7. Medicines in Schools

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan:

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools, Trusts and LA education functions are not covered by this last duty but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014). The full range of needs and required support for all children identified as SEN Support or with an Education Health Care Plan (EHCP) will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for children with disabilities.

Current position

- The school building is fully accessible for children with physical difficulties
- The outside play areas are flat and almost completely accessible to wheelchair users
- There are two toilets for people with limited mobility (one is located in the cabins)
- Teaching Assistants support a range of children - delivering learning and therapy programmes
- Further guidance is sought from specialist agencies to assist school in planning and monitoring individualised provision and providing staff training
- The school is generally well-equipped with a range of learning aids and specific equipment
- The Pastoral Leader supports a range of vulnerable pupils and their families
- Recent training has taken place in SEND, asthma and attachment and there are a high number of trained first aiders including a number who have received additional training in Paediatric first aid
- Additional training is arranged to support children who have other medical needs when necessary (e.g. diabetes)
- Training is arranged to support children with emotional needs to raise staff awareness and develop strategies through which to provide support
- Audit checklist used annually to identify potential barriers and action plan to address
- Additional guidance sought from agencies to support the needs of specific children

The following, details specific anticipatory activities aimed to increase accessibility for children with SEND to the curriculum, the physical environment and to information.

Objectives	Tasks	Resources	Lead	Monitor
To create environment to support needs of children with ADHD	Purchase a range of 'fiddle toys', timers Raise staff awareness	£100 Training	GW	Inclusion Team
To ensure any building work will support children with visual impairments	When decorating, choosing carpet colours or furniture, choices are made bearing in mind the need for clear contrasts	Consideration at time of purchase	EH	EH / GW
To support vulnerable children	Pastoral Lead to maintain regular contact with vulnerable families Check-ins with named children Additional lunchtime provision Use of CPOMS to share information across relevant staff	(time)	CQ	EH
To ensure staff are trained to support children with medical conditions.	Update staff training annually in •Asthma •Epilepsy •Diabetes •Nut allergies and as required in other specific conditions	Staff meetings Invitations to named staff if required to support specific need	GW	EH / GW

To ensure that staff are trained to support pupils with emotional needs	All the staff are trained every 3 years in TeamTeach and new staff attend open sessions	1 day INSET every 3 years New staff booked onto open courses	Team Teach trainers	EH / GW
To provide consistency in expectations and strategies	My Plans and Personal Passports written for named children (with support from SEMH teacher)	Time (support staff in writing)	Class Teacher	GW / EH

Monitoring:

The performance of individuals continues to be monitored on a termly basis through Progress Meetings with the Head Teacher, Key Stage Leader and Class teacher. The performance of groups, including those with SEN and/or a disability, takes place on a termly basis with each class teacher during Progress Meetings.

The Head Teacher maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported within 48hrs to the Trust.