

**ST MARY MAGDALENE CATHOLIC  
PRIMARY SCHOOL**

**ACCESS PLAN POLICY  
2023-2026**



*'Growing Together in Faith & Love'*

**Reviewed May 2023**

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## **VISION STATEMENT**

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:

- (a) He or she has a physical or mental impairment, and
- (b) The 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. 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 relevant Governors’ committee.

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

- 1) The St Mary Magdalene Catholic Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. 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.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives.
- 3) St Mary Magdalene Catholic Primary School 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**

- Improve access to education and educational achievement – ensuring equality of opportunity, full participation in society, independent living and economic self-sufficiency for disabled people.
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by school.
- Improving the delivery of written information for disabled pupils. This should be done within a reasonable period of time and in formats which take account of any views expressed by the pupils or their parents about their preferred means of communication.

## **CURRENT GOOD PRACTICE**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **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. Policies on the administration of medicines, the provision of personal care are in place. The school promotes positive role models and images of disabled people.

### **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 on request. Our Family Support Worker can sign and support parents and pupils when required.

## **ACCESS AUDIT**

The school is a one storey building with wide corridors and several access points from outside. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. 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 the main reception, Year 6 block and chapel. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

Due to limited space, we have no family room, however all the other extended services and lifelong learning for parents are offered. We have an excellent extended services programme. Limited accommodation for 1:1 and small teaching groups.

## **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

### Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum

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.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To liaise with Nursery providers to review potential intake for Sept	To identify pupils who may need additional to or different from provision for Sept intake	Sept 2023/24	HT EYFS teacher	Procedures/equipment/ ideas set in place by Sept 2020.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To ensure staff are appropriately trained and feel confident in supporting the needs of all pupils	To plan training on a “needs led” basis. Staff to access appropriate CPD to comply with 2010 Equality Act	When appropriate	SENCO	Effective support impacting positively on progress – smooth transition from class to class/transfer
	To establish close liaison with parents	To ensure collaboration and sharing between school and families. Home visits Family Support Worker	Ongoing	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with ongoing health needs eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children	Outside Play visits; Use of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered</li> <li>• The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A range of support staff including trained teaching assistants</li> </ul>	Ongoing	Teachers SENCO Special school Ed Psych	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum

		<ul style="list-style-type: none"> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive IT equipment</li> <li>• Specific equipment sourced from occupational therapy</li> </ul>			
<b>MEDIUM TERM</b>	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents Allocate Key Worker and SL to monitor progress	Termly	Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
	To monitor attainment of Able pupils	Policy and Able list to be updated Able booster groups/activities Monitor Able list Catholic schools working in partnership to provide sessions for able pupils	Ongoing Annually	Able G&T co-ordinator Class teachers	Able G&T children making proportionate progress. Achieving above average results
	To promote the involvement of disabled students in classroom discussions/activities  To take account of variety of learning styles when teaching	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate): <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people</li> <li>• iPads and Chrome books accessible at all times</li> </ul>	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.  Ensuring that the needs of all disabled pupils, parents and staff are represented with the school

<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, core curriculum co-ordinators Governors	All children making good progress
	To deliver findings to the governing body	Finance and Premises and curriculum governors meetings	Annually Termly SEN Governor/ SENCO meetings	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

**Aim 2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of IEP process</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events</li> </ul>	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible
	To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Ensure all with a care plan have reviews and parental involvement	With immediate effect to be constantly reviewed	Headteacher SBM Occupational health SALT	Care Plans in place and parental involvement always sought
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>• Utilise disabled parking spaces for disabled to drop off and collect children</li> <li>• Offer a telephone call to explain letters home for some parents who need this</li> <li>• Adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education



	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>LONG TERM</b>	Continue to develop playgrounds and facilities	Look for funding opportunities	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Milton Keynes and the world and their needs Improved community cohesion
	To ensure driveway, roads, paths around school are as safe as possible	Communication with parents via safety messages/letters/walk to school week Bikeability for Year 6 children	Ongoing	PSHE co-ordinator SLT	No accidents
	Create a Family Room for extended services, lifelong learning and support for families as well as pupils	Seek funding – look at current allocation of space	2025	Resources Committee/ SLT	Family Room created, extended services offered. Attendance by parents/pupils continues to increase

### Aim 3 To improve the delivery of information to disabled pupils and parents

	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To ensure all children have access to the curriculum	Regular parental communication  Individualised multi-sensory teaching strategies used for ASD children	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Milton Keynes and the world and their needs Improved community cohesion
	To enable improved access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> <li>• Investigate symbol software to support learners with reading difficulties</li> <li>• Raising awareness of font size and page layouts will support pupils with visual impairments</li> <li>• Auditing the school library to ensure the availability of large font and easy read texts will improve access</li> <li>• Auditing signage around the school to ensure that is accessible to all is a valuable exercise</li> </ul>	Ongoing	SLT	No accidents

	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	To review children's records ensuring school's awareness of any disabilities being mindful at all times of GDPR	<ul style="list-style-type: none"> <li>• Information collected about new children</li> <li>• Records passed up to each class teacher</li> <li>• End of year class teacher meetings</li> <li>• Annual reviews</li> <li>• IEP meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Personal health plans/care plans</li> <li>• Significant health problems kept in separate file in medical room</li> </ul>	Annually	Class teachers Outside agencies SLT Office staff Learning Support mentors	Each teacher/staff member aware of disabilities of children in their classes

<b>LONG TERM</b>	<b><i>Tasks/Targets</i></b>	<b><i>Strategies</i></b>	<b><i>Timescale</i></b>	<b><i>Responsibilities</i></b>	<b><i>Success Criteria</i></b>
	<p>In school record system to be reviewed and improved where necessary and meeting GDPR</p> <p>(Records on SIMS/network protected)</p>	<p>Record keeping system to be reviewed</p> <p>Management of records policy implemented</p>	<p>Continual review and improvement</p>	<p>Assessment co-ordinator/SLT</p> <p>Office Staff</p>	<p>Effective communication of information about disabilities throughout school</p>