St Mary's Academy Trust

Accessibility Strategy

Date agreed by Performance and Standards Committee

April 2019

Date to be reviewed

April 2020

St Marys Academy Trust Accessibility Strategy

Vision and Values

Through our Christian faith and values, we will work together as pupils, staff, parents, carers, governors and wider community, including those with a disability to engage in learning of the highest quality.

By investing in all members of our community and providing a challenging, nurturing and inspirational environment we strive to ensure equal opportunities amongst all where everyone can succeed.

In a safe and happy school we will encourage children to value others and sow the seeds for them to become the good citizens of tomorrow.

In terms of access, St Mary's Academies Trust aims to:

- Improve the quality of leadership and management
- Improve the quality of teaching and learning (including behavior and safety of pupils)
- Improve the achievement of pupils and children

Accessibility Strategy

This statement sets out the ways in which St Mary's Academy Trust provides access to education for pupils with a disability.

A person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010)
- In the Equality Act (2010) 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months

St Mary's Academy Trust's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010).

Accessibility is addressed under the following headings:

- Access to Buildings and Classrooms
- Curriculum Access (including examinations)
- Information for Pupils and Parents
- Admissions

The Trustees (The Trust) support the Equality Act (2010); Disability Responsibilities related to the Children & Families Act (2014); Special Educational Needs and Disability Regulations (2014). The Trust is therefore committed to the principle of all children having equal rights of access (if this can reasonably be provided). The Trust will review access to the physical environment of all of its academies for pupils with disabilities.

Evacuation Procedures
Each school will adapt its evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the pupil and parents/carers and will be in the pupil's Special Educational Needs (SEN) file. Pupils who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for pupils with additional needs/disabilities.

Curriculum Access: Teaching, Learning and Assessment
Our aim is that pupils with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Pupils, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the academy, transition within the academy or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

Furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. The academy will assess a pupil's need for support and assessment access arrangements. This will include both internal assessment procedures and external assessment and approval. Equal access to the curriculum is provided by quality first teaching in the classroom.
Pupils at our academies have always been able to participate fully in the wide range of extra-curricular activities offered consistent with the limitations imposed of any disability. This has included:

- Outdoor Education
- Sports and PE
- Drama and Performing Arts Productions
- Music
- After School and Holiday Clubs and activities

The unsuitability of any event and the need for additional support can be discussed fully with the parents in advance.

Information for Parents and Pupils

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEN(D) Policy). Large print format materials can be made available.
If either pupil or parents have difficulty accessing information normally provided in writing by the academy as worksheets, homework or newsletters then the academy will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility.
- Admissions Policy
- SEND Policy

- Equality and Diversity Policy

Trust Accessibility Plan

Improving Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
Access: To be aware of the access needs of all pupils/children, staff, governors and parents/carers. Ensure all staff & governors and other volunteers / visitors to the academy are aware of access issues.	Gather data around access needs at the point of transition process or, at the very least, when a child begins at the academy. Create access plans for individuals as required. Annual reminder to parents and carers through communication to let us know if they have problems with access to areas of the academy. Include the accessibility plan as part of induction	Annually or as required September (annually) As required	Headteacher	Individual, relevant and current information is gathered and shared as required so that all needs are met.
Maintain safe access for all	Check exterior lighting is working on a regular basis. Door locks, security fobs, obstructions to doorways	Ongoing checks – 3 monthly	Caretaker	Everyone feels safe and can gain access safely into the school grounds.
Exits: Ensure all people can be safely evacuated.	Ensure there is a personal emergency evacuation plan for any person with a disability.	As required	Headteacher	All pupils and staff working with them are safe.
Ensure that the academy passes its Fire Safety Audit including training for staff	Ensure staff are fully trained and aware of their duties.	Daily	Headteacher	All personnel and pupils have safe independent exits from academy.

up to date, equipment checks are regular and defect equipment is replaced.				
Ensure that the building remains accessible and compliant in line with the Equality Act (2010)	Ensure that any building or maintenance works ensure full compliance with the Equality Act (2010) in relation to access e.g. ramps, visual alarms etc.	As works are undertaken	Trust	That the building is accessible and easily travelled by all staff, students, parents/carers, visitors. *Please note- All Saints Academy is not fully accessible due to the age and layout of the building.

Improve access to information

Targets	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**
Website is compliant with statutory regulations	Annual Website audit undertaken	Annual check	Headteacher	Compliant website
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including text, email, pupil-post. Ensure all parents/carers are aware that the academy can provide communication in large text, via telephone/meetings to meet needs.	Ongoing	Headteacher	All parents/carers become aware of alternatives available and how these can be accessed

	Check that correspondence sent home is accessible in relation to reading ability language etc.			
Ensure information in all SEN/D Reviews is accessible, understandable and allows ease of use to all parties	Provide a choice of formats for pupil's parents/carers to provide views on Reviews.	Ongoing	Headteacher SENDCO	Parents/carers have choices about how they are communicated with and how they provide their points of view.

Improve access to the curriculum

Targets	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**
Curriculum adjustments ensure fair access for all.	Consider the needs of all pupils in the academy when planning lessons and adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position etc. - With consideration for those children with general and specific learning difficulties Ensure all staff have access to the inclusion data of pupils for who they teach to ensure they can	As required in response to pupil need	All staff	All pupils access fully the curriculum provided through quality first teaching Structured conversations as appropriate with parents/carers

	plan and deliver to meet their needs. Effective differentiation ensures all pupils can access the curriculum at an appropriate level.			
Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required through liaison with Speech Therapy Service.	As required in response to student need		Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with hearing impairment	Quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops (where available) .TA support as required.	As required in response to student need		Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with visual impairment	Child faces board, glasses worn. Modified print.	As required in response to student need		Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards.	TA support as required		Children are able to access all activities.

	Doorways wide for wheelchair use, ramps as required. Walking rule in academy. Supervised access to lifts. Early exit from classes.			
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations and visual timetables.	TA as required.		Progress confirmed by teacher assessment and achieving targets.
Ensure teaching and learning methods, and the environment support children with ASD.	Layout of classroom, classroom strategies, ensuring the student is prepared for change (e.g.; timetable changes, exam or assessment dates given etc.), using clear unambiguous language (e.g., avoid using sarcasm or using idioms, using clear, concise instructions.		As required in response to student need	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	Individual Health Care Plan to be followed. Accessibility of medication. Awareness of staff when planning DT, PE, Science activities.	Awareness for the subject specific lessons and PE		Children able to access the activities.
Necessary provision is in place to allow all pupils to	Pre preparation meetings with parents and carers to make all necessary	As required in response to pupil need		All pupils access fully the curriculum provided

access extra-curricular opportunities	additional arrangements such as transport, knowledge of the local area etc. Risk assessments to be in place for pupil/s visits and any residential where appropriate.			
To improve literacy and numeracy levels of pupils achieving below age expectations	Identify pupils who require additional support. Provide appropriate interventions and differentiation for learning.	Weekly		Progress confirmed.
Ensure all pupils can access public examinations, statutory assessments and internal assessments.	Approved access arrangements in place for all pupils who require and are eligible for support, including, readers, separate rooming etc. Ensuring that there is evidence of the student's normal way of working in the classroom that comply with JCQ regulations.	For all exam/ assessment series		All students that have approved access arrangements can fully access all exams and statutory assessments