



Berwick
St Mary's
CE First School

Achievement - Creativity - Endeavour

Accessibility Plan

THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST.

Newfields, Berwick upon Tweed TD15 1SP - Tel: 01289 306170 - Email: Admin@StmMarysfirst.org

Berwick St Mary's CE First School



Accessibility Plan 2016-2019

Date Written: May 2016

By: Gary Hilton

Responsible Governor: Steph Pattinson/Colin Guthrie

Adopted by Governors:

Date for Review: May 2016

1. Schools' Planning Duty

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

1.2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

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1.6. The plan is to be reviewed and updated at least every three years.

2. Schools Aims

2.1. At St Mary's we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that **St Mary's School mission statement:**

To realise the potential within every child, by providing the encouragement and challenge to inspire a love of life-long learning, within a caring community with Christian values and beliefs at its heart.

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure ease of access to information to all stakeholders.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4. As stated above, St Mary's is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- St Mary's Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1. The school's commitment to inclusivity has already been recognised by Ofsted March 2015

'Equality of opportunity is promoted well in this very inclusive school where all are made to feel welcome. Good relations are encouraged and the school is free from discrimination.'

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'Disabled pupils and those with special educational needs now make progress similar to, and sometimes better than, others in the school, often from lower starting points. They are identified accurately by a very experienced special educational needs coordinator who is able to direct appropriate support from increasingly skilled staff. These staff are a dedicated team who are committed to providing high quality support both in and out of class.'

3.2. Current Activities: Increasing the extent to which children with additional needs can participate in the school curriculum

3.2.1. St Mary's has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

3.2.2. The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Northumberland County Council SEND team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

3.2.3. The school's pastoral approach provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4. The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Portage Workers
- Early Years Advisory Teacher
- Speech and Language Therapists
- Educational Psychology Service
- Northumberland County Council SEND
- CYPS
- GPs and paediatricians
- Locality health Visitor Team
- School Nurse Team
- Locality Inclusion Support Teams – accessing specialist teachers in behaviour, literacy and social communication.
- Other advisory services and charities

3.2.5. The school's governors, teachers, teaching assistants and meal-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

3.2.6. Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- SENDCO
- Social and Emotional small group work
- iPads / access technology
- Range of literacy and maths interventions

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- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits and residential trips.
- Advice and support from School Nurse Team
- Outdoor learning
- Transition arrangements, planning and support

3.2.7. The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.3. Current Actions: improving access to the physical environment of the school

3.3.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.3.2. There are very few parts of the school to which children with additional needs have limited or no access.

3.3.3. In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

3.4. Current Actions: Improving the delivery of information to persons with a disability

3.4.1. School staff are aware of the services available for converting written information into alternative formats.

4. Current Position

Our current school position, including the provision we offer to our SEND pupils, is reflected in our [SEND Information Report](#) and [Equalities Report](#). We currently have 97 mainstream pupils in Reception to Year 4 on roll with 27 part time pupils in our nursery.

The proportion of pupils with SEND Support is above national averages (Raise Online 2015) whilst the proportion of pupils with an Education Health Care (EHC) Plan is below the national average.

5. Review and Implementation

5.1. The **Accessibility Plan** is reviewed annually by the Local Governing Body. In addition, it will be reviewed three yearly by the Resources and Standards Committee following consultation with the larger school community, parents and School Council.

5.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

5.3. The actions have been shaded as follows:

- GREY for actions that are complete
- ORANGE for actions that are to be carried over to the next action plan
- GREEN for actions that are complete but require ongoing activity

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Appendix 1: Berwick St Mary's CE First School Accessibility Plan 2016-2019

Curriculum

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Review
Continue development of inclusive practice, through maintain high quality first teaching.	Information for teachers and non-teaching staff on differentiating and personalizing the curriculum for pupils with additional needs.	Jan 2016 – on-going	Staff training and identified CPD Phase group meetings, etc	All staff	HT SEND Governor	
Adapt the curriculum to meet specific pupils' SEND	Introduce an annual curriculum review to identify and address the needs of the current SEND pupil cohort to inform the curriculum section of the accessibility plan	September 2016 and annually thereafter	Staff training and identified CPD Phase group meetings, etc. PPA	SENDCO	HT SEND Governor	
Continue to refine the school's assessment system to capture a more precise picture of the attainment and progress of SEND pupils working below the expected level	SLT/SENDCO to investigate and evaluate assessment systems and select appropriate model which captures small steps of progress and gives leadership a clear picture of the achievement of SEND pupils.	Jan 2016 ongoing	Budget allocation for assessment system and training	HT / SENDCO / Curriculum Leads	SEND Governor	
Parental and pupil feedback	Questionnaire /consultation with parents of pupils with SEND	Annually starting Autumn 2016		SENDCO	SEND Governor	

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Physical environment

Disabled parking space in car park	To mark out clearly disabled parking space next to appropriate	Summer 2016	Paint for marking	Caretaker	HS Governor	
Safe access around exterior of school	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance know which areas to prioritise.	On-going	Costs included in grounds maintenance.	Caretaker	HS Governor	
Outdoor learning provision – forest school. To include elements of sensory stimulation	To re constitute forest school area, making access appropriate to the needs of all children. To develop sensory stimulation through visual, smell and sounds via natural materials.	Autumn 2016	Costs of contractor to clear area and make safe. Costs of equipment and materials for sensory element.	HT / SENDCO / Curriculum Leads	SEND Governor	
Develop checklist to address maintenance issues relating to accessibility. (eg routine daily checks for staff for learning environment inside and outside classrooms)	Checklist to be developed and shared with governors and staff.	Autumn 2016	Admin	Phase group leaders	HT Governors	
Improved staff awareness of responsibilities re. accessibility	Annual staff refresher regarding expectations for accessibility.	From September 2016	Training time to be allocated	HT	H&S Governor SEND Governor	

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Access to Written Information

Availability of written materials in alternative formats	All staff and parents aware of services available for requesting information in alternative formats. Policies to include footnote re alternative formats.	Sept 2016	Cost of administration items.	Office manager	SEND Governor	
Provide central point for current written information for parents.	Install leaflet holders in reception area. Promote location through website and newsletter. Regular maintain holders to ensure information is current and appropriate.	July 2016	Cost of holders and installation	Office manager	SEND Governor	

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Appendix 2: Reasonable adjustments in the classroom: A check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers have found useful in thinking of a range of adjustments they might want to make.

Focus	Review
<p>1. Pre-planning information.</p> <ul style="list-style-type: none"> • Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class? • Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class? • If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals. 	
<p>2. What preparation have you made with the class/ group for:</p> <ul style="list-style-type: none"> • one to one peer support • collaborative teaming • group work • valuing difference of race, gender, ethnicity, disability or religion • How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class? 	
<p>3. Lesson planning: how will you support the needs of all learners?</p> <ul style="list-style-type: none"> • Consider: <ul style="list-style-type: none"> - timing, - variation of activities, - types of activities [concrete/abstract], - reinforcement of key ideas, - extension work - recall of previous work, - links to future work, - clear instructions. • Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all? • Are you able to access specially adapted equipment for some students to enable them to participate fully? • If not, can an alternative way be found? • Will the diversified and differentiated work allow all pupils to experience success at their optimum level? 	
<p>4. What different teaching styles are you going to use?</p> <ul style="list-style-type: none"> • Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall 	

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<p>displays?</p> <ul style="list-style-type: none"> • Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing? • Kinaesthetic e.g. use movement, role play, artefacts, use the environment 	
<p>5. Prepared materials</p> <ul style="list-style-type: none"> • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all? • Appropriate use of augmented communication and ICT 	
<p>6. Self presentation</p> <ul style="list-style-type: none"> • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you? • Where will you position yourself in the classroom and when? 	
<p>7. Use of support staff</p> <ul style="list-style-type: none"> • Have you met with or at least communicated with support staff before the lesson? • How are you going to use other adult support in the lesson? • Does their use allow all children to be equally included in the class activities? • If you are using support staff for withdrawal, how do you know the pupils are gaining from this? • If you are using withdrawal, how are the groups organised? 	
<p>8. Classroom organization</p> <ul style="list-style-type: none"> • Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> - mobility impairments e.g. circulation space, table height - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare - visually impaired e.g. maximise residual sight, if touch can reach - pupils with challenging behaviour e.g. in adult gaze; at front for eye contact - pupils with short attention span/easily distracted, eg: sit on own - learning difficulties who need a lot of support, eg: next to peer supporter - short attention span, eg: distraction free zone • What seating plans are you using and why? • Will seating plans make use of peer support and how? 	
<p>9. How will you organise and group pupils in lessons?</p> <ul style="list-style-type: none"> • Friendship groupings? 	

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<ul style="list-style-type: none"> • Mixed sex/same sex groupings? • Mixed ability/same ability groupings? • Specific pairs of pupils working together, eg: stronger reader/weaker reader? 	
<p>10. How will you deal with unexpected incidents?</p> <ul style="list-style-type: none"> • Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies? 	
<p>11. How will you ensure that all students feel equally valued through their experiences of:</p> <ul style="list-style-type: none"> • the allocation of teacher and support staff time; • being listened to/ paid attention to; • being respected; • achieving; • interacting with their peers. 	
<p>12. How will you assess the outcomes?</p> <ul style="list-style-type: none"> • Do you have a scheme for assessing the achievements of all? • Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self evaluation? • How will you involve pupils in assessing their progress? 	

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