

**St. Mary's Catholic Primary School Chiswick**  
*"Living and learning, inspired by our faith"*

**ACCESSIBILITY PLAN**



**February 2023**

*Dr R. Sankar*

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**Chair of Governors**

**Next Review Date: January 2025**

## **1. Introduction**

- 1.1. This Accessibility Plan complies with the SEN and Disability Act (2001) and the Equality Act (2010).
- 1.2. The School and in partnership with the Governing Body aim:
  - to not treat disabled pupils less favourably for a reason related to their disability;
  - to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
  - to plan to increase access to education for disabled pupils.
- 1.3. This Plan sets out proposals to increase access to education for disabled pupils:
  - to increase the extent to which disabled pupils can participate in the school curriculum;
  - to increase the extent to which disabled pupils can take advantage of education and associated services;

## **2. Admissions**

- 2.1. The Governing Body of St Mary's Catholic Primary School are committed to the principle of all children having equal rights of access, if this can reasonably be provided.
- 2.2. The admission of a child with Special Educational Needs to the School will be conditional upon:
  - A. The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information
  - B. Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs.
  - C. The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision.
  - D. Specific additional funding from the Local Authority, if required.
  - E. Agreement about the stages for which entry is being offered. In particular, transition from another school will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education.
  - F. Acceptance by the parents/guardians that some educational opportunities, which take place off site may not be available. The above conditions will also apply, if a disability develops during the course of a child's education in St Mary's Catholic Primary School.

## **3. Physical Environment**

- 3.1. In the school building, all areas of the school are accessible. The ground floor is wheelchair accessible by all children and their parents/carers.

- 3.2. The school will take account of the needs of pupils 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, acoustic treatment and colour schemes, more accessible fixtures and fittings.

#### **4. School Procedures**

- 4.1. The schools Premises Management & Risk Assessment Policy lays down basic procedures for the safe efficient use of the school buildings.
- 4.2. These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

#### **5. Curriculum Access: Teaching, Learning and Assessment**

- 5.1. Pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.
- 5.2. We cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities:
- hearing and sight impairment
  - physical disability
  - learning difficulties of varying degrees.
- 5.3. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's Special Educational Needs Policy.
- 5.4. Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will be constantly reviewed.
- 5.5. Advice is sought from the appropriate national and local agencies.
- 5.6. Support can come in a variety of formats through the school's intervention strategy.
- Input from specialist teachers
  - Adaptation of teaching materials
- 5.7. In constructing the school timetable the school will give sympathetic consideration to individual needs.
- 5.8. Furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

- 5.9. The SENCO will work with teachers to assess a pupil's need for support. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.
- 5.10. The school has an ongoing program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils is carried out as required.

## **6. Curriculum**

- 6.1. Pupils at St Mary's Catholic Primary School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability.
- 6.2. This has included:
- Outdoor Education
  - Sports
  - Music
  - Clubs and activities
  - Excursions and trips
- 6.3. Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan.
- 6.4. The suitability of any event and the need for additional support is discussed fully with parents in advance.

## **7. Information for Pupils and Parents**

- 7.1. Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

## 8. Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs	a) to create access plans for individual disabled children as part of the IEP process.	As required	SENCO/Class Teacher/ Senior Leadership Team	IEP's are in place for disabled pupils, and all staff are aware of pupils' needs. SENCO info in place for all SEN children.
Ensure the school staff & governors are aware of access issues	b) to ensure staff and governors can access areas of school.	As required	Headteacher	All staff & governors are confident that their needs are met.
	c) annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing process	Headteacher	Continuously monitored to ensure any new needs arising are met.
	d) Staff to share SEND information with volunteers and support staff to ensure continuity of care for the children	As required	Class Teacher/SENCO	Volunteers are aware of needs of SEN children at all times.
Ensure everyone has access to reception area	a) ensure that wheelchair access is not prevented	Daily check to ensure the area in clear of obstructions	Site Manager	Visitors can sit down if waiting for reception.
Maintain safe access for visually impaired people	Check exterior lighting is working on a regular basis.  Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child.	Ongoing checks	Site Manager	Visually impaired people feel safe in school grounds.  Yellow edges to be re-done as needed throughout the school year.

Ensure all disabled people can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation.</p>	Annually	<p>SENCO</p> <p>Headteacher to remind staff</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily</p>
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## 9. Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO/Headteacher	Raised confidence of support staff.
Ensure all staff are aware of disabled children's curriculum access	Share information with all agencies involved with each child	In Place	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	Office Admin/SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include Disability sports	Ongoing	SENCO & PE Co-coordinator	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Ongoing	SENCO/HT	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with lunchtime staff and staff running after school clubs.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.

## 10. Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Inclusive discussion of access to information in all parent/teacher annual meetings	<p>Ask parents about preferred formats for accessing information e.g. braille, other languages.</p> <p>Translation Tool to be added to website to allow multilingual access</p>	Ongoing	<p>SENCO/HT</p> <p>SENCO/HT</p>	<p>Staff more aware of preferred methods of communication, and parents feel included.</p> <p>School website will become accessible to all.</p>