St. Mary's CE Primary School Accessibility Plan 2015 (to be reviewed annually)

Definition of Disability:
A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.

St Mary's School's approach will be to respond to the needs of any pupil, or prospective pupil, who has a disability. We will also be aware of the needs of disabled people within our community and improve the access to our physical environment.

Our Accessibility Plan aims to:
- Increase the extent to which disabled pupils can participate in the school curriculum;
- Improve the physical environment of our school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve the delivery to disabled pupils of written information, which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of the views expressed by the pupils or parents about their preferred means of communication.

The plan will initially run for 4 years and will be reviewed and revised at least annually as more relevant information becomes available.
Timing as required to meet the needs of pupils with disabilities.

Planning Duty	How	Outcome	Evaluation
Improving access to the physical environment of schools Refer to PDP and consider what the school can do to improve the physical environment within financial resources available.	List adaptations and include costs when plan is reviewed. Minor/ major capital expenditure. SIP/PDP HT/Gov/Bursar	Make strategic changes to the physical environment of the school with only minor financial implications.	Is there evidence of examples of improving access to the physical environment? i.e. removing obstructions from walkways, rearranging room space, layout of classroom, storage.
To identify barriers to the inclusion of any pupils who, as a result of a disability, may not have full access to the curriculum.	Increase the extent to which disabled pupils can participate in the school curriculum. This also includes after-school clubs, leisure, sporting and cultural activities and school visits. Use ILP review time to identify barriers to pupil's inclusion.	All staff will be aware of pupils who have a disability which could affect their learning and identify what the barriers to their access to the curriculum are.	Are members of staff aware of every child on the register and the nature of their disability? Are members of staff identifying barriers?

Improving access to the physical environment of school. Consider the individual needs of pupils with disabilities in relation to access to the school and identify physical barriers in the school environment i.e. steps, stairways, kerbs, exterior surfaces, paving, parking areas, entrances, exits, toilets, doors, gates, washing facilities, heating, lighting, ventilation, lifts, signs, interior surfaces, flooring, decoration and furnishings.	Teachers will consider examples of physical aids to allow any child with disabilities to access the curriculum i.e. ICT equipment, enlarged computer screens and keyboards, concept keyboards, photocopying enlargement facilities, specialist desks, chairs, portable aids for those with motor difficulties. Staff meeting for teachers to increase awareness of physical aids available. Include identification as part of premises development plan.	Specific needs identified, i.e. ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing areas, adjustable lighting, blinds, induction loops, acoustics, way finding systems.	On the PDP is there clear indication of how the physical environment of the school could be improved to meet the needs of anyone with a disability? Are members of staff aware of resources available?
To improve the delivery of information to disabled pupils. Improving the clarity of written information to disabled pupils and disabled members of the school taking account of pupil's disability and pupil's and parents preferred format.	Staff (including office staff) need to consider information such as handouts, timetables and information about school events, reports and ILPs, as appropriate to current needs.	Able to produce alternative formats i.e. large print, audio versions, providing information orally or pictorially. ICT/SEND coordinator time, as required.	Do pupils with disabilities feel they are well informed?