



At St Mary's we champion every child to be the **best that they can be**. Our knowledge-led curriculum therefore endeavours to develop our children's **character**, **core skills**, **creativity** and sense of **community**.

Supported by our school's vision, ethos and position as a junior school, we believe that our specialist knowledge of the Key Stage 2 age range ensures **improving outcomes, opportunities and experiences for all our children**. To achieve this, we are aspirational for our pupils, instilling high expectations, the passion, perseverance and stamina to succeed.

Accessibility Plan 2022-2025

Ely St Mary's CofE Junior School

Written/reviewed by:

Rachel Clarke

Date: April 2022

Next review due by:

March 2025

Purpose of the Plan

The purpose of this plan is to show how Ely St Mary's Junior School intends, over time, to increase the accessibility of our school for our SENd and EAL pupils. Ely St Mary's Junior 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.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

It can be challenging to some to think of a child as being disabled and so the aims of the Act and its Code of Practice are to encourage inclusion, something that is intrinsic to our vision as a school. To ensure inclusion, we need to think of the barriers each area of disability may cause the individual and take steps to remove these, or reduce their impact.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Local Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- *Property Condition Plan*
- School website and Mission Statement

The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from reception

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Ely St Mary's Junior School will address the priorities identified in the plan. The plan is valid for three years 2022-2025. It is reviewed annually in consultation with the school's Senior Leadership Team, SENDCo, Site Manager and Local Governing Body.

Approved by:

Date:

Next review date:

Accessibility Plan

Our aims are to:

1. Increase access to the curriculum for pupils with SEN and/or disability
2. Improve and maintain access to the physical environment for all SEN and/ or disability
3. Improve the delivery of written communication for both pupils and families

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives <i>State short, medium and long-term objectives – developing practice</i>	Actions to be taken	Person responsib le	Date to complete actions by	Success criteria
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<p>Increase access to the curriculum for pupils with a disability.</p>	<p>ESM believes that all pupils are entitled to access the age appropriate curriculum and are committed to removing barriers to achieve this.</p> <p>All support staff have received MITA training to maximise their impact across groups of children. Many have also received training within specialist interventions to support the development of core skills and provide effective intervention to meet the learning needs of children with special educational needs and disabilities e.g. nurture abc, STEPs etc.</p> <p>We have established access for pupils to assistive technology (Clicker, Word Dictate, Touch Typing) which enables all pupils to record their learning. We also have established relationships and support from the visual impairment team so pupils are able to use the equipment they need and learn brail.</p> <p>We ensure all pupils are supported to access lessons across the curriculum (scaffolding), only providing separate curriculums in unique circumstances where pupils are due to transition to specialist provision.</p>	<p>Ensure staff feel confident in meeting the needs of pupils with SEND (Training & CPD)</p> <p>Develop whole school approaches to curriculum delivery which benefit all children as well as those with SEND.</p> <p>As the school decreases in size, develop a model of specialist TAs, trained within specialist areas to cascade subject knowledge and intervention across phases. This will aid the school in providing increased support for school SEND support pupils and those with emerging need, beyond those with an EHCP.</p> <p>Improve the APDR writing process to improve efficiency and therefore impact of these interventions on pupils' learning and achievement.</p>	<p>All CPD now logged and audited on Smart Log.</p> <p>Training to be accessed and completed to support and our current and future cohorts:</p> <ul style="list-style-type: none"> • First Aid • Diabetes • Literacy Difficulties Pathway • Speech and Language/ Language Aware Project • Equality • Diversity – PSHE Service led. <p>PKC & reading reconsidered implementation – whole school focus on vocabulary instruction; chunked lessons, routine/consistent delivery and expectations; use of working walls to scaffold and support learning.</p> <p>Availability of assistive technology.</p> <p>Implementation of a tapestry approach/ class book for foundation subjects for individual pupils who are currently limited by their literacy skills to access or record their wider learning.</p> <p>Audit of TA training. Access to training (2 TAs per specialism).</p> <p>APDR training and software.</p> <p>Provision of equipment (e.g. VI) to support PE lessons & Sports HLTA</p>	<p>Office Co</p> <p>HT/SENCo</p>	<p>July 2022</p> <p>April 2022</p> <p>July 2022</p> <p>July 2023</p> <p>Annually</p> <p>April 2022</p> <p>Jan 2022 – ongoing</p> <p>Ongoing</p> <p>Jan 2022 – ongoing</p> <p>July 2023</p> <p>September 2022</p> <p>Ongoing.</p>	<p>Staff feel confident in discussing and supporting difference and diversity.</p> <p>Staff are able to implement effective strategies to support Sp&L and literacy difficulties.</p> <p>Pupils with medical conditions are well supported so this is not a barrier to their education.</p> <p>All pupils broaden their vocabulary and this is evident in speech and in their written work.</p> <p>Increased numbers of school support children/emerging need are supported by systematic intervention earlier. .</p> <p>Evidence of TA deployment, ICT equipment, scaffolding, visual aids and questioning being used effectively during lesson observations and drop ins.</p>
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<p>Improve and maintain access to the physical environment</p>	<p>Specific children have specific equipment and setting arrangements which have been implemented throughout the year/key stage.</p>	<p>To improve access for community/pupil wheelchair users.</p> <p>Improve signposting for potential trip hazards/ cables to reduce the risk of injury for all, but particularly individuals with VI.</p>	<p>Explore and purchase a moveable ramp which can be deployed to the classroom external door the pupil/parent/ visitor needs to access. This will also aid emergency exit time.</p>	<p>Site Manager</p>	<p>September 2024</p>	<p>Improved access around school for individuals using wheelchairs or who have visual impairments.</p>
	<p>We promote a clean, safe environment, especially corridors and walkways.</p>		<p>Purchase additional signage e.g. trailing cables. Ensure all staff e.g. cleaning team complete Equality & diversity, Health & Safety training.</p>	<p>Site Manager/ HT</p>	<p>September 2023</p>	<p>Playtime space is varied and inclusive including for those who have difficulty with sensory overload or SEMH.</p>
	<p>We consider the visual environment and its potential to cause sensory overload and its importance in being user friendly to deliver key messages and comms when planning display and redecoration.</p>		<p>Maintain yellow lines on site – use of textured tape/ tread as well as paint to signal trip hazards.</p>	<p>Site Manager</p>	<p>Ongoing</p>	
	<p>Our main entrance is wheelchair accessible and we also have wheel chair access to the playground via the decking and ramp at Y6.</p>		<p>Deploy charity funding to develop therapeutic outdoor garden space and seating to promote talk, support mental health needs and which appeals to the senses (sight, sounds, smell etc)</p>	<p>Site Manager/ HT</p>	<p>September 2022.</p>	
	<p>Steps and trip hazards are marked with yellow paint or yellow tread to aid access by pupils with VI.</p>					
	<p>We use symbols in signage whole school and for individuals to help mark boundaries. Also within our behaviour policy we make use of characters and colours to support pupils in discussing their emotional literacy.</p>					

Improve the delivery of written communication for both pupils and families	<p>Staff are aware of visual timetables and many make use of visual and written timetables to schedule the day in advance.</p> <p>Social stories and information sheets are often used to help prepare pupils for trips and visits in advance.</p> <p>We ensure a smooth transition occurs in Sept to new classes and begin this earlier in May for those pupils with learning or physical disability.</p> <p>We make use of resources by the Bell Foundation to support pupils with EAL and assessing and understanding where there may also be a SEND also – this is developing practice at present.</p>	<p>To improve written communications to families to ensure it is accessed by all, particularly in regard to the:</p> <ul style="list-style-type: none"> - Visual format - Complexity and length of language used - Availability of translation. - <p>To improve staff' subject knowledge of supporting pupils with EAL and who are brand new to the English language.</p>	<p>All office comms to be written in a minimum point 11 font.</p> <p>Where possible, content is copied into the body of the email to aid viewing on smaller devices.</p> <p>Liaison with CCC to develop key translations on all attendance letters to improve parental understanding and engagement with attendance procedures.</p> <p>Effective use of pastoral/office staff to provide assistance in sign up/ form completion/ school applications for any families unable to access written English confidently.</p> <p>Staff CPD – Bell Foundation led by SENDCo</p> <p>Sp&Language Project 22/23</p>	<p>Office Co</p> <p>Inclusion Team</p> <p>Office Co</p> <p>SENDCo</p> <p>SENDCo</p>	<p>Ongoing</p> <p>July 2022</p> <p>Ongoing</p> <p>September 2023</p> <p>September 2023.</p>	<p>Increased responses to written communications by all parents.</p> <p>Improved school attendance of PP/ EAL/ SEND pupil groups.</p> <p>Improved staff subject knowledge and confidence in supporting pupils with EAL.</p> <p>Accelerated progress of pupils with EAL.</p>

Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has areas leading to different wings of Key stage 2. Access can be through the main school via the hall or down steps via the courtyard.	<p>Allocate one external access point to the playground wheelchair accessible (year 6 group room).</p> <p>Ensure that wheel chair users have a completed risk assessment identifying escape routes.</p> <p>Purchase a transportable ramp which can be deployed to the required classrooms and in the event of an emergency.</p>	Site manager	<p>Completed</p> <p>Sept 2024</p>
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions – ICT cupboards to be closed and corridors kept clear	All school staff	Ongoing

Parking Bays	2 dedicated disabled bays provided for both staff and parental use.	Ensure that these are kept clear for correct use.	Site manager	ongoing
Entrances	Main entrance into school accessible –wheelchair access available by the theatre through coded door	Update entry system to fob access	Site manager	September 2025
Signage	Signage not cohesive around school	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	SENCo	Ongoing
Fire alarms	Currently auditory alarm in place	Visual fire alarms to be installed	Site manager SLT	Sept 2025
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	When doors are replaced they will be accessible for all.	Site manager SLT	Ongoing
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained. Ensure escape routes are clearly identified for wheelchair users	Site manager SLT	Ongoing