



ACCESSIBILITY PLAN and OBJECTIVES

Autumn 2024

The Equality Act 2010 replaced all previous discrimination law and equality legislation and provides a single piece of legislation covering all the types of discrimination that are unlawful. The effect of the law is that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The definition of disability under the law is a wide one. A disabled person is someone who has a:

Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes:

Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues, incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Hydrocephalus, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia, HIV, Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders.

If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are covered by the legislation for the rest of their life.

Aims

Our aims are:

- Ensure no member of the school community is discriminated against because of sex, race, disability, religion or belief or sexual orientation
- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- Improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with disability, medical condition or other access needs can access education and associated services
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

The Accessibility Plan will be used to inform and advise other school planning documents. The plan is structured to complement and support the school's Equality Objectives, which are published on the school website, and should be read in conjunction with other school policies and documents - including Admissions, Exclusion, Special Education Needs and Inclusion, Medical Needs, Equality and Diversity and Health & Safety.

Principles

St Martin's School is committed to providing an environment that enables full curriculum access for all, and values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Compliance with the Equality Act is consistent with the school's aims and the operation of the school's SEN Inclusion Policy and all other school policies. We will:

- Ensure that no policies or practices discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation in any aspect of school life, including admissions and exclusions policies.
- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in visits, after school clubs and school visits. It also covers the provision of auxiliary aids and equipment, which may assist pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school.
- Where there is a need, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include adaptations to flyers and handouts, textbooks, electronic screens and other school information, with information being made available in preferred formats within a reasonable timeframe.
- Value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- Offer whole school training - recognising the need to continually raise awareness of staff and governors of equality issues and the school's obligations under the Equality Act 2010.

Current Good Practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children who are already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

St Martin's School is built on a hill, which means there are lots of steps, particularly to the playground. There is an external lift to allow access onto the school playground as well as an alternate entrance to the playground, via Eaves Road. All classrooms are on the ground floor and accessible to disabled pupils via designated indoor lifts between levels. The use of these classrooms can be rotated to meet pupils' needs. Additionally, all public-access rooms, entrances, toilets, library, and hall are on the ground floor and can be accessed via ramps and lifts. There are three disabled toilets within the main school building and an additional disabled toilet in the school hall.

Some aspects of school life present particular challenges for example: lunch and break times for pupils with social/interaction impairments, school trips for children with medical needs and after-school clubs for children with physical impairments. All reasonable adjustments are made to support as full an involvement as possible in each individual case.

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking any future improvements and refurbishments of the site and premises.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments. Every effort is made to ensure all areas of the curriculum are available to all pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity will be made available. For example handwriting practice might be inappropriate for a pupil with a physical impairment; practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer equality of opportunity. As required, specific staff training is offered and/or specialist equipment is purchased to help improve access to the curriculum to meet the need of individual pupils. Review of the participation of disabled pupils will inform future developments in inclusion.

Information

Access to information in different format is made available as and when required.

Complaints

The school works in partnership with parents to ensure a collaborative approach to meeting pupils' needs and to ensure no member of the school community is discriminated against. Any complaint in relation to this policy will be dealt with in accordance with the school's Complaints Policy.

ACCESSIBILITY PLAN
Five Year Plan of actions 2021 - 2026

Aim	Strategies	Success Criteria	How often will monitoring take place?	Who will be responsible for implementing the action?	Date
To increase the extent to which disabled pupils can participate in the school curriculum	Liaise with pre-school providers to prepare for new intake children in EYFS	Provision set in place ready for child/ren to start	Annually	Headteacher EYFS Manger	May to July annually
	Liaise with other schools to prepare for intake of new children who transfer in year	Provision set in place ready for child/ren to start	Annually	SENCo EYFS Manger	As required
	Establish and maintain close communication with parents	Clear collaborative working established to ensure best outcomes	Annually	SENCo	As required
	Establish and maintain close communication with outside agencies for pupils with additional needs	Collaborative working with all key personnel ensures best outcomes	Annually	SENCo	As required
	Ensure full participation of all pupils in the wider and extended curriculum – including trips,	Full participation of all pupils in the wider school curriculum	Annually	Headteacher AHT/SENCo SLT	As required

	clubs, visits – through personalised risk assessments and access plans for individual children				
To improve the physical environment to increase the extent to which pupils with a disability or medical condition or other access needs can access education and other services	Ensure reasonable adjustments are made for pupils with a disability or other access needs	As full as possible inclusion of all pupils.	Annually	SENCo ABM Headteacher	As required
	Ensure stakeholders with disabilities are able to access the car parking facilities	Blue badge holders have access to the car park	Annually	ABM Site Manager Headteacher	As required
To improve the delivery of information to pupils, staff, parents/carers and other members of the school community	To improve access to written information for stakeholders. Offer information in alternative formats. Offer support from staff in reading and interpreting school information	Evidence that information has been made available in different formats and reasonable consideration has been given to overcoming difficulties	Annually	SENCo FLO Office Administrator	As required
	Access arrangements are considered for statutory testing	Access arrangements utilised when necessary	Annually	Y6 Teacher Upper School Manager Headteacher	Spring