

St. Matthew's Church of England Primary School

Accessibility Plan



Our Vision is
'to enable our whole school
community to live life in all its
fullness.'

This school is committed to safeguarding and promoting the welfare of our children and this policy supports this commitment.

Date:	Autumn 2020
Review Date:	Autumn 2023

**St. Matthew's
C of E Primary School**



We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 (updated June 2015). School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The St Matthew's C of E Primary School Accessibility Plan has been drawn up in conjunction with pupils, parents, staff and governors of the school. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
3. We are committed to providing an environment that enables full curriculum Accessibility that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The St Matthew's C of E Primary School Accessibility Plan shows how Accessibility is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as other pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve Accessibility to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to Accessibility education within a reasonable timeframe;
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. 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.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Policy
 - School Development Plan
 - School website and Vision Statement
8. An Accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The Accessibility Plan will be published on the school website.

Timescale	Objective	What	Who/How	When	Outcome	Completed
Short term	To ensure all teachers and support staff have a working knowledge of the needs of pupils with an ASD diagnosis	All newly appointed teachers and TAs to receive training on ASD and social communication difficulties using the ASD training resources on the DfE website and knowledge of Earlybird plus trainer and other online courses as advised by SENCO or CPD lead	SENCo Earlybird plus trainer CPD lead (Deputy Head)	From March 2020 (during lockdown time) and as necessary thereafter	Ongoing CPD for staff	
Short term	To ensure all staff are aware of the needs of the pupils in their class	An updated list of SEN and children with	Office staff, SLT, and SENCo	Termly		

	– the list of SEND and pupils with medical needs is updated every term and kept in the school office. Also, in the classroom with the First Aid red bag for the use of staff in breakfast and afterschool clubs. In addition Health care plans can be accessed electronically by the class teacher if required.	medical needs is updated once a term and is accessible to all who teach the class.				
Short term	To ensure all school visits including residential journeys are accessible to all pupils including those with SEND by discussing needs with parents, carrying out risk assessments and making reasonable adjustments.	There are no barriers to the participation of pupils with SEND in school visits and journeys	SENCo Headteacher EVC	Ongoing – Autumn Term Rock UK Frontier		
Short / medium term	To provide support for parents of children with SEND	Signpost sources of support for parents of pupils with SEND and medical needs on website	SENCo Earlybird plus trainer Office staff	Ongoing		

Short / medium term	To ensure all staff have up to date knowledge of the medical needs of children with the most common difficulties (at CCP asthma, epilepsy and including food allergies). To ensure most staff have up to date knowledge of the medical needs of children with some specific difficulties. At CCP currently Cerebral palsy, Cystic Fibrosis, Downs syndrome and Diabetes.	Medical needs policy updated and shared with staff. Specific training on diabetes. Also training for asthma and epipen usage once every three years.	SENCo, CPD Leader online training Diabetes nursing team	Ongoing	Ongoing CPD for all staff	
Short / medium term	To ensure selected staff have up to date knowledge of the medical needs of Cerebral palsy, Cystic Fibrosis, Downs syndrome, diabetes and epilepsy	Training on cystic fibrosis every year as child moves through the school.	SLT/Parent s/CF nursing team/school nurse team	Ongoing	Ongoing	
Long Term	To make reasonable adjustments for persons with physical disabilities to move around the school. Ramps in place for wheelchair access.	Designated toilets and ensure toilet hand rails are sufficient.	Site manager	Ongoing	Ongoing	
Long term	To continue to ensure signage is clear around school to make the building accessible to all.	Raised letters / braille signs in key areas and classroom doors This way to KS1, KS2. As the year group classrooms will change these signs will need to be easily moveable.	Site manager	Ongoing	Easier access for all	