



St Mary's C of E Primary School

Fowler Road, Islington, London N1 2EP

Tel: 020 7359 1870 Email: school@stmarys.islington.sch.uk

www.stmarys.islington.sch.uk

Headteacher: Miss Genevieve Prayag

Accessibility Plan 2019~2021



Introduction

At St Mary's C of E Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

As defined by the Equality Act, we understand a person with a disability to be identified as follows:

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

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and longterm. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility

- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand □ Perception of risk of physical danger.

With this in mind this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from 2019 - 2021.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our planning addresses the following areas:

- **Physical facilities** – addressing improvements for access 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 access education.
- **School curriculum** – 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 are the able-bodied pupils; 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- **Support services** – access to services within and external to the school to support families where a disability is identified.
- **Awareness** – building awareness of staff through training and development and heightening children’s awareness of issues related to disability.
- **Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Supporting Policies:

- Equalities Policy
- SEN Policy
- Curriculum Policies
- Anti- bullying and Behaviour Policy

Previous Adaptations made to the school:

- Accessible buzzer entry system (low and high).
- Enhanced lighting in classrooms.
- Hearing Loops
- Installing electronic white boards in teaching rooms – it is recognised that children with SEN and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.
- Staff within the school volunteered to be trained so that children with medical needs could gain access to the education, e.g. diabetes, epilepsy.

Area	Targets	Strategies	Responsibility	Success Criteria
Access to the Physical Environment	Increased access around the school site for pupils and adults	To ensure clear corridors. To ensure the hall and courtyard spaces are clear. To improve the hall lighting. To ensure all children's and staff tables, chairs and desks are within recommended height guidelines.	SLT Premises Manager	Children and staff are able to move confidently around corridors. Children are able to move safely around the school hall. Children and staff report physical comfort when working.
Access to the Curriculum	Increase access to the curriculum for pupils with a disability	Addition of ipads and chromebooks to resources. Staff training to use. Staff training with lead Computing team.	SLT Computing Lead	Opportunities to watch Outstanding practitioner use ICT in lessons. Evidence of ICT equipment being used in lessons more effectively.
Access to Information	Improved school signage	Plans for a welcome sign in reception. To also include visual support and Makaton on key signs around the school.	SLT Premises Manager	All people feel they are welcome in school.
	Inclusive discussion of access to information in all parent/teacher meetings.	Translation Tool to be added to website to allow multi-lingual access.	SENCO	School website will become accessible to all.

	Staff training on supporting writing and Dyslexia	Staff training accessed from support services to support pupil access and needs, e.g. Dyslexia Friendly Classroom, supporting children with moderate learning difficulties in writing.	SENCO Teachers	Raised confidence and knowledge for staff.
	Develop quick systems for sharing key information.	Use of 'Teachers2parents' app to communicate with families as a preferred means of communication.	SENCO Office Team	More families are able to receive key school information regularly.
Improved Access through Raising Awareness	Continue to challenge stereotyping through curriculum opportunities.	Address different aspects of disability through assembly themes and stories.	SENCO	Pupils have the opportunity to learn about different disabilities.
	Use school website to promote awareness of support networks for families.	To signpost Islington services on school website. School Information report on school website. Family Support tab on the school website.	SENCO	Parents/ carers are able to find out about services in their area to support their (own and child) needs.

Access audit

Feature	Description	Action	Who	When
Storeys	Schools has flat site once entered by eight external steps at the front of the school. There is lift access, a 'one step access' and a ramp access route.	Annual maintenance checks to occur.	Premises Manager	Annual
Corridors	All corridors are tidy and free from obstructions, accessible for wheelchairs.	To plan for automated internal doors.	Premises and SLT	Ongoing
Fire Alarms	Auditory system in place.	Visual fire alarms to be installed.	Premises and SLT	Ongoing
Emergency Escape Routes	Labelled well with lighting and clearly displayed throughout the school. Personal evacuation plans for those who need them.	Install emergency call point for wheelchair users.	Premises and SLT	Ongoing
Entrances	Accessible height buzzer entry system.	Automatic doors and gate. Sloped main entrance. Main desk accessible for wheelchair users.	Premises and SLT	Ongoing
Ramps	The classrooms with playground access are accessible by wheelchair.	See above	Premises and SLT	Ongoing
Toilets	There is one accessible toilet in the school for adults and one in the early years classroom for children.	None	Premises and SLT	Ongoing

Written by	Islington Schools adapted by Laura Mayende
Policy reference material, guidance or link policies	Legislation: <u>Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.</u>
Reviewed by	Children, Families and Community
Ratified by	Children, Families and Community
Ratification date	Children, Families and Community
Review cycle	Autumn 2019
Next review date	Annual / Biennial / Tri-annual
Review committee	Summer 2021
	Children, Families and Community