



## St Mary's Church of England Primary School

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### *Accessibility Plan*



## Introduction

At St Mary's C of E Primary 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.

Schools and LAs carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. Schools must implement accessibility plans which are aimed at:

1. Increasing the extent to which disabled pupils can participate in the curriculum;
2. Improving the physical environment of schools to enable pupils to take better advantage of education, benefits, facilities and services provided; and
3. Improving the availability of accessible information to disabled pupils.

This plan sets out the proposals of the Governing Body of St Mary's C of E Primary to increase access to education for disabled pupils in the three areas required by the planning duties.

St Mary's C of E Primary School accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. This plan includes an action plan showing how the school will address the three key areas (as stated above).

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 2020-2023.

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 and Guidance:**

- Equalities Policy
- SEN Policy
- Curriculum Policies
- Anti-bullying and Behaviour Policy
- We are working within a national framework for educational inclusion that includes the SEN Code of Practice (2014) and the Equality Act (2010).

#### **Previous Adaptations made to the school:**

- Accessible buzzer entry system (low and high).
- Ramp access.
- Widening of all classroom doors.
- Lowering of classroom light switches.

- Enhanced lighting in classrooms.
- Door closures fitted on communal corridor doors to ensure doors safely remain open.
- To ensure all children's and staff tables, chairs and desks are within recommended height guidelines.
- Translation Tool to be added to website to allow multi-lingual access.
- Dyslexia Friendly Classroom training from Dyslexia teacher.
- Reduction of use of laminates in class displays to reduce glare.
- Hearing Loops.
- Improved lighting in hall with remote blinds fitted at all windows.
- Improved lighting in all classroom with blinds fitted at all windows.
- Room signs with photographs of staff members. Signs are lowered for ease for children.
- Installing electronic white boards in teaching rooms – it is advised that children with SEN and difficulties with their sight or are partially sighted benefit from this resource.
- Arrangements for interpreter at parent/ teacher meetings where required.
- 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
<b>Access to the Physical Environment</b> <i>Improving the physical environment of the school to increase the extent to which pupils and adults with disabilities can access education and services.</i>	Increased access around the school site for people with a disability.	To ensure clear corridors. To ensure the hall and courtyard spaces are clear. To make adaptations to the children's urinals. To ensure access routes to lift and step free access are clear and accessible. To increase classroom floor space in Reception and keystage 1 with redesign on coat areas. To redesign the medical storage arrangements, allowing increased ease and independence for all. To identify 'quiet space' for use for children.	SLT Premises Manager	Children and staff are able to move confidently around corridors. Children report improved confidence. Increased floor space in target classrooms. Reports of increased independent use of access points. Target children are able to access a 'quiet space' to support regulation/ sensory needs.
<b>Access to the Curriculum</b> <i>Increasing the extent to which pupils and adults with disabilities can participate in the school curriculum.</i>	Increase access to the curriculum for people with a disability.	Increased addition of ipads and chromebooks to resources. Staff training to use. Staff training with lead Computing team. Staff training with Samuel Rhodes, The Bridge and Richard Cloudesley Outreach service. New increased size whiteboard in hall. Changes to school environment to become clutter and distraction free.	SLT Computing Lead	Opportunities to watch Outstanding practitioner use ICT in lessons. Evidence of ICT equipment being used in lessons more effectively. Teachers are able to access specialist training.

		Inclusion of self regulation spaces in classrooms.		All can see the information shared on the board. All report increased levels of focus and engagement.
<b>Access to Information</b> <i>Improving the availability of accessible information to pupils and adults with disabilities.</i>	Increase access to the availability of information for people with a disability.	Improved school signage: Plans for a welcome sign in reception.  To also include visual support PECS and Makaton on key signs around the school.	SLT Premises Manager	All people feel they are welcome in school.  Increased communication.
		School have increased use of Class Dojo which allows for language translation.	SENCO	School messaging will become accessible to all.
		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.
		Use of 'Teachers2parents' and 'Class Dojo' app to communicate with families as a preferred means of communication.	SENCO Office Team	More families are able to receive key school information regularly.
<b>Improved Access through Raising Awareness</b>	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.

	<p>Use school website and class dojo to promote awareness of support networks for families.</p>	<p>To signpost Islington services on school website.</p> <p>School Information report on school website.</p> <p>Regular parent workshops and coffee mornings.</p> <p>Links with Bright Start practitioner at school.</p>	SENCO	<p>Parents/ carers are able to find out about services in their area to support their (own and child) needs.</p>
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## Access audit

Feature	Description	Action	Who	When
<b>Storeys</b>	School has flat site. 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
<b>Corridors</b>	All corridors are tidy and free from obstructions, accessible for wheelchairs.	To plan for automated internal doors.	Premises and SLT	Ongoing
<b>Fire Alarms</b>	Auditory system in place.	Visual fire alarms to be installed.	Premises and SLT	Ongoing
<b>Emergency Escape Routes</b>	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	As advised
<b>Entrances</b>	Accessible height buzzer entry system.	Automatic doors and gate. Sloped main entrance. Main desk accessible for wheelchair users.	Premises and SLT	Ongoing
<b>Ramps</b>	The classrooms with playground access are accessible by wheelchair.	See above	Premises and SLT	Ongoing
<b>Toilets</b>	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	
Ratified by	
Ratification date    Review cycle	Children, Families and Community
Next review date	
Review committee	Children, Families and Community
	Autumn 2020
	Annual / Biennial / <b>Tri-annual</b>
	Summer 2023
	Children, Families and Community