



St Mary's C of E Primary School

Accessibility Action Plan 2018-2021

Overcoming environmental barriers (HT, DHT, Michele Oliver [Governor], John McCabe (EV Gov), Bronwen Drewery (SMSC), Toby Baddock (PHSE), SENCo, Nicki Bold (ASC Manager), School Council, Parent Representatives

	Action	By When	By Whom	Resource	Success Criteria
Attitudinal Barriers					
1. Disability equality training will be identified to ensure that staff can recognize disabling barriers and further improve their inclusive service to our pupils.	<ul style="list-style-type: none"> Update and review Needs Register. Identify training needs. Support staff to plan intervention provision. Support staff to assess impact of provision and record data. SLT to analysis intervention data and progress data to assess impact. 	Termly Termly Termly Termly Termly Termly	SENCo SLT / SENCo / DH HT / SENCo		<ul style="list-style-type: none"> Needs register prepared. Training needs identified. Effective training for staff will be planned. With specific dates agreed. Impact of provision assessed. Data analysed. Provision with regard to the analysis of the impact re planned. Training given and classrooms provide effective learning resources.
2. To ensure that all opportunities to promote positive imagery of disabled are taken advantage of.	<ul style="list-style-type: none"> Undertake a review of the resources that we have at present that promote positive images. Staff meetings to discuss ways that we can improve our resources to promote positive imagery in all areas of the curriculum. Purchase new resources and reading books. Evaluate impact. 	BED Dec 2018 Dec 2018	BED TB - PSHE BED - SMSC SENCo Gov - MO		<ul style="list-style-type: none"> Positive imagery of disabled people visible throughout the school and in school resources and materials. To seek every potential opportunity to promote positive attitudes towards disabled people in the local community. To encourage children in awareness raising activities in planned teaching time. Children reaching clear and positive attitudes towards our pupils in a non tokenistic way.



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Institutional Barriers					
Discuss with our disabled families their needs and identify and eliminate institutional barriers.					
1. To ensure that no member of staff or pupil is harassed or bullied on grounds of their impairment through training and raising staff awareness.	<ul style="list-style-type: none"> Audit Review of Accessibility. Add changes to plan. Induction talk to new staff. Staffing update as and when needed. Monitoring of disabled pupils or staff via SEN arrangements. 	Aut 2018 Spr 2019	HT / Gov - MO SENCo		<ul style="list-style-type: none"> No disabled person experiences harassment or bullying.
2. To continue the work carried out so far to ensure that the school curriculum is as accessible as possible.	<ul style="list-style-type: none"> Continue planned training and reactive training as necessary. See Curriculum Policy and SEN Policy. See SDP for training for differentiation, supporting independent learning etc. 	As required	SEN Team / HT		<ul style="list-style-type: none"> No disabled stakeholder or pupil to experience barriers to access.
3. Ensure that all disabled pupils, staff and parents have all reasonable adjustments made for them even when other members of staff or pupils feel that they are being treated more favourably.	<ul style="list-style-type: none"> Produce individual SEN arrangements where needed. Produce an action plan. Share action plan with all staff. Monitor and review action plan in line with SEN arrangements. Report to Full Governing Body. Review and Evaluate 	Aut 2018 Spr 2019 Spr 2019 Aut 2019	HT / Gov HT / Gov Gov HT / Gov		<ul style="list-style-type: none"> All reasonable adjustments made and no pupil or member of staff feeling that the school could have done more. (Effective communication of what is and is not reasonable will be required.)



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Environmental Barriers					
1. Disabled stakeholder focus groups to be involved in the planning of adjustments to classrooms and grounds. Ideas and suggestions to be taken into account.	<ul style="list-style-type: none"> Set up focus groups made up of pupils, parents, staff, Gobs and HT / DH. Gov to report on any environmental changes. Draw up an action plan. Discuss with MO. Incorporate in plans. Evaluate success once adjustments made. 	Aut 2018 Sum 2019 As required	HT / DH & MO HT & Gov.		<ul style="list-style-type: none"> Disabled stakeholders feel that their input has been recognized.
2. To continue the work we have started to ensure that the school buildings are as accessible as possible.	<ul style="list-style-type: none"> Set up a focus group to review present provision and look for areas of improvement. Put in place an action plan. Monitor Action Plan. Report to Assets. Review and Evaluate impact. For Extended Services – ASC/BC to perform a risk assessment ensure inclusivity for all pupils. 	Aut 2018 Sum 2018 As required	HT / DH Gov HT / Gov HT & Gov. ASC Manager		<ul style="list-style-type: none"> No disabled stakeholder or other pupil experiences barriers to access.
3. To ensure that all schools visits provide for our children with disabilities. Disability provision to be identified on the risk assessment visit.	<ul style="list-style-type: none"> Risk Assessments to show individual adaptations for children with disabilities. These to be agreed by HT before visit. Spot checks of Risk Assessments undertaken regularly and checks made to ensure that the adaptations have taken place. Yearly Evaluation of Impact 	On going EV Gov HT	CT / HT EV Gov MO		<ul style="list-style-type: none"> Every risk assessment shows the provision made and children will be able to access the learning opportunity.



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Communication Barriers					
1. To ensure that no communication barriers prevent the disabled stakeholders from fully participating in meetings to discuss any aspect of school life and the Disability Equality Duty.	<ul style="list-style-type: none"> HT meets with everyone that indicates that they have a need under the disability equality duty to discuss adaptations that need to be made. Put in place an Action Plan. Implement the Action Plan. Monitor the success. Evaluate and Review. 	A/R	HT Parent Voice		<ul style="list-style-type: none"> Appropriate technology and / or staff facilitation always available to ensure disabled stakeholders maximum involvement in school life.
2. To promote independence by working with each pupil to identify the most suitable technology to maximize independence in all areas of school activities.	<ul style="list-style-type: none"> Using the Needs register identify all pupils who would benefit from using technology. Consult with all relevant agencies to ensure that we have the most up to date equipment for the needs identified. Suitably equip pupils , ie laptops, resources. Monitor the success of the provision. Evaluate and Review. 	Termly A/R A/R Annual	SENCo Senco SENCo Gov	A/R	<ul style="list-style-type: none"> Each pupil has access to suitable technology.
3. To ensure that children and parents receive information in an accessible format.	<ul style="list-style-type: none"> Investigate ways we can provide documents to parents in different formats. HSLW to support and advise on new starter forms providing additional assistance with communication, home school agreement, social media etc. Transition package. Traveller Support Services Put in place a plan to providing different formats to parents. Complete plan. 	A/R	HT/ Office		<ul style="list-style-type: none"> All stakeholders access to information in an appropriate format.



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Information Barriers					
1. Stakeholders to consider whether our dissemination of information is accessible to all and action taken to address any barriers.	<ul style="list-style-type: none"> • Questionnaires to stakeholders. • Action Plan Produced. • Action Plan implemented. • Annual Review and evaluation of impact. • Final Evaluation of impact. 	Aut 2018 Sum 2019 and Sum 2020	HT & Gov		<ul style="list-style-type: none"> • All children, staff and parents have the information they require in an accessible format.
2. To assess staff training needs to ensure that all staff are aware of ways of making information accessible to people with a range of information requirements.	<ul style="list-style-type: none"> • Assess all staff training needs and put in an action plan if necessary. • Training. • Evaluation. 	A / R	HT & Gov		<ul style="list-style-type: none"> • Training plan drawn.
3. To put training in place on accessible information if required.	<ul style="list-style-type: none"> • After undertaking the above this area will be addressed. 		HT		<ul style="list-style-type: none"> • All staff confident in producing accessible information and all pupils receiving information in their preferred format.

Action Plan written by: Helen Austin (Headteacher)

Next review due: Summer 2021