



# Accessibility Plan

Reviewed by the Ethos, Community and Mission Committee:	October 2023
Adopted by the Governing Body:	October 2023
Signed:  Chair of Governors: Julian Campbell	Date:
To be Reviewed:	September 2026



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**'We promise to shine together'**  
**Let the light of your face shine upon us - Psalm 4:6**

Our ambition is to serve our community by providing an excellent education, which is inclusive and distinctive within the context of Christian belief and practice, upholding our values in the daily life of the Academy and in our relationships with others.

## **1. AIMS**

- 1.1. St Mary's Church of England Academy Accessibility Plan has been drawn based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and Governors of the Academy and will advise other Academy planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the 3 year period ahead of the next review date.

## **2. STRUCTURE**

- 2.1. The Accessibility Plan is structured to complement and support the Academy's Equality Objectives, and will similarly be published on the Academy website. We understand that the LA will monitor the Academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and may advise upon the compliance with that duty.

## **3. INCLUSION**

- 3.1. We are committed to providing an environment that enables full curriculum access 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 Academy.

## **4. DISABLED ACCESS**

- 4.1. St Mary's Church of England Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the Academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
- 4.2. 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 are the able-bodied pupils; (If an Academy 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 Academy such as participation in after-Academy clubs, leisure and cultural activities or Academy 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 access to the physical environment of the Academy for staff and pupils, adding specialist facilities as necessary - this covers improvements to the physical environment of the Academy such as hearing loops etc. and physical aids to access education within a reasonable timeframe.
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the Academy and Academy events; the information should be made available in various preferred formats within a reasonable timeframe.

## **5. KEY ASPECTS**

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

## **6. AWARENESS**

- 6.1. Whole Academy training will recognise the need to continue raising awareness for staff and Governors on equality issues such as protected characteristics and inclusion, with reference to the Equality Act 2010. Please see the separate Equality plan for further information.

## **7. POLICIES**

- 7.1. The Accessibility Plan should be read in conjunction with the following Academy policies, strategies and documents:
- Equality Information and Objectives Policy
  - Health & Safety Policy (including off-site safety)
  - Special Educational Needs and Disability (SEND) Policy
  - Our Good Behaviour Promise
  - Academy Development Plan

## **8. ACCESS AUDIT**

- 8.1. The Accessibility Plan for physical accessibility relates to the Access Audit of the Academy, which was originally undertaken by the LA and subsequently updated by the Academy and remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

## **9. EQUALITY IMPACT ASSESSMENTS**

- 9.1. Equality Impact Assessments will be undertaken as and when Academy 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**

- 10.1. The Accessibility Plan will be published on the Academy website.



## **11. OFSTED MONITORING**

- 11.1. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **12. MONITORING AND REVIEW ARRANGEMENTS**

- 12.1. The Principal will be responsible for monitoring the implementation and effectiveness of this policy. It will be reviewed every three years by the Estates, Health and Safety Committee; or before at any time, if there is new relevant legislation or guidance.

## APPENDIX 1 - ACCESSIBILITY PLAN - SEPT 2023 TO SEPT 2026

TARGET	STRATEGY	OUTCOME	TIMEFRAME
All out-of-Academy activities are planned to ensure the participation of the whole range of pupils	Review all out-of-Academy provision to ensure compliance with legislation	All out-of-Academy activities will be planned to enable full access and participation in activities and accessible transport to activity sites.  All children currently provided with out of Academy activities	Annually
To deploy Teaching Assistants effectively to support pupils' participation	Annually review individual needs of pupils within each class, and staff to be trained accordingly  Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff	Annually
To ensure main classrooms are optimally organised to promote the participation and independence of all pupils and staff.	Curriculum provision to identify barriers within classrooms, and with teachers adjust provision to ensure equal access	Pupils are able to fully access all learning alongside their peers	Annually
To ensure the common usage areas of the Academy, such as dining hall and library are optimally organised to allow independent access for all pupils and staff	Equal access advice to be provided by Occupational Health advisors for individual students. Teachers to ensure that reasonable adjustments are made.	All pupils are able to fully access all appropriate areas of the Academy buildings alongside their peers.	Annually
All pupils able to access the field alongside their peers	To identify individual needs and implement actions to remove barriers to access	All pupils to be able to use the field, provision for learning and recreational purposes	Annually