



**St Maxentius C.E.
Primary School**

Part of Archbishop Temple Trust

Accessibility Plan and Policy

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Reviewed: March 2025

Agreed by: Governing Body

Next Review Date: September 2028

ACCESSIBILITY POLICY

At St Maxentius Primary School we aspire for every single child to succeed. Through our Christian vision we thoroughly believe that all children have the potential to thrive regardless of their starting points, personal context, and characteristics. Our children learn through a supportive and purposeful curriculum, linked tightly to national curriculum objectives, that demonstrates that:

"Do not be afraid, Do not be discouraged , for the Lord , your God will be with you wherever you go." (Joshua 1:9).

Our staff are committed to developing a love of learning, whilst developing the skills and values to support the all-round development of every pupil. St Maxentius C of E Primary School is a special place where we believe and achieve together.

Aims

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation St Maxentius' continues to have responsibility for accessibility planning for disabled pupils. This Accessibility Policy meets the requirements of schedule 10 of the Equality Act 2010.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

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

The agreed definition of disability, supported by the Disability Rights Commission, is:

"adverse effect on their ability to carry out day to day activities. It covers physical or mental impairments, which includes sensory impairments such as those affecting sight or hearing. The term mental impairment is intended to cover a wide range of impairments relating to mental function, including what are often known as learning"
(From the Disability Equality Guidance document)

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Accessibility

The Accessibility Plan (Appendix 1) is structured to complement and support the school's Equality Objectives and will similarly be published on the school website and paper copies will be made available upon request.

St. Maxentius CE Primary School aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils, staff, parents and visitors without discrimination of any kind. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

St. Maxentius CE Primary School is committed to providing an environment that enables full curriculum access through:

- Providing INSET/staff training relating to equality issues with reference to the Equality Act 2012, including understanding disability issues. Training will support staff to ensure all pupils within each lesson are able to access the content through appropriate adaptive teaching strategies.
- Auditing resources within each curriculum area to support staff in delivering high quality lessons to meet the needs of all pupils.
- Working closely with the SENCO to monitor provision for pupils with additional needs.
- Developing close working relationships between support staff and class teachers to ensure that support is fully utilised.
- Ensuring equal access for pupils with additional needs to clubs, school visits and extra-curricular activities with considerations made for pupils when planning trips and completing risk assessments.
- Ensuring pupils feel fully supported and included within the school through close links with parents and external agencies.

At St Maxentius' we have a range of pupils who, with support, can access mainstream education. The needs of the pupils range from those who have moderate learning difficulties (MLD) to children who have physical difficulties. We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- An adapted curriculum, including written materials e.g. handouts, textbooks, timetables and information about the school
- A range of support staff
- Specialist or auxiliary aids and equipment including interactive ICT equipment
- A consideration of the physical environment for each individual child with SEND, which could include Improvements to the physical environment and physical aids to access education
- Specific equipment sourced from Occupational Therapy or other agencies
- Liaison with outside agencies
- Liaison with parents.

Any adaptations will be made in a reasonable timeframe.

St Maxentius' supports any available partnerships to develop and implement the plan. We work closely with external agencies to support children with a range of needs some of which include: hearing/visual impairment; social, emotional, mental health and speech and language difficulties. Some external agencies include; Occupational Therapists, Educational Psychologist, Aspire Behavior support, School Counsellor and School Nurse.

On entry to school all parents complete a medical form highlighting any medical needs and physical limitations. Regular parents' meetings are held throughout the year at which time any needs regarding disability can be discussed. All parents know they are welcome to come into school at any time to discuss any changes or needs that arise regarding their child or themselves.

Our school has included a range of stakeholders in the development and implementation of this accessibility plan including:

- SENDCo
- Governors
- The Local Authority
- External Agencies

Our school's complaints procedure covers the accessibility plan. If you have any concerns

Monitoring Arrangements

The Accessibility Plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body. An audit of accessibility arrangements will be completed each year for pupils, staff, parents and visitors.

Links with other policies

This Accessibility Plan should be read in conjunction with the following St. Maxentius CE Primary School policies, strategies, and documents:

- Behaviour Management Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- Special Educational Needs Policy
- SEND Code of Practice (June 2014)
- Equality Act 2010

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.

Objectives	Action	People	Resources	Timescale	Success Criteria
Increase the extent to which disabled pupils can participate in the school curriculum.					
Training for staff in the identification of and teaching children with a range of disabilities or specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies. Staff work alongside SENDCo to make relevant referrals. Training across the trust.	All Staff	Time Cost of CPD	Ongoing	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Children with any disability are successfully included in all aspects of school life.
Ensure quality first teaching meets the needs of all children through adaptive teaching.	Focused teacher planning informed by assessment of individual pupil needs and the Birmingham SEND Toolkit. Effective adaptive teaching strategies. Intervention and consolidation provided promptly where necessary. Curriculum is reviewed frequently to ensure meets the needs of all pupils. Targets are set effectively and are appropriate for pupils with additional needs using the Birmingham SEND Toolkit, where appropriate.	All Staff	Time Cost of CPD	Ongoing	All pupils make appropriate progress. Needs of all learners met with reasonable adjustments.
Ensure all children on SEND register have an IEP and all children with an EHCP have a provision map in place.	IEPs are created at the start of every academic year and reviewed termly. Provision maps for children with EHCP to be reviewed termly. SENDCO to monitor.	Teachers SENDCO	Time	Termly	IEP and provision maps are up to date and form a key part of the planning process for all pupils.
All extra-curricular activities are planned to ensure, where reasonable; they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation. SENDCO to monitor SEND register and attendance to clubs.	All Staff SENDCO	Time	Ongoing	All out-of-school activities will be conducted in an inclusive environment. Increase in access to all school activities for all pupils.

Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education

Classrooms are optimally organised to promote the participation and independence of all pupils.	Teachers use professional judgment to layout the classroom furniture to meet the needs of the pupils in their class. Resources used to support children's needs e.g. cushions, pencil grips, ear defenders.	All Staff	Specific equipment	Ongoing	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. Increase in access to the National Curriculum
Maintain safe access around exterior of school	Ensure that pathways are kept clear. Make sure grounds maintenance contractors know which areas to prioritise	Site Manager	Cost of any maintenance	Ongoing	Clear access in all parts of the school
Personal hygiene and medical issues are dealt with paying full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those requiring support with toileting.	Clear plans, identifying where children will take medication/toileting. Care plans are created for children with toileting needs.	All Staff	N/A	Ongoing	Children are able to take medication in a safe, designated space. Children requiring toileting support have a safe, dignified place.
The school continues to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	Access plans for individual disabled pupils as part of the Care Plan process when required (e.g. PEEP). Be aware of staff, governors and parent/carers access needs and meet as appropriate. Collate information in school office to acknowledge the disability needs of parent/carers and the potential requirement of school support. Consider access needs during recruitment process.	SLT All Staff	Time	As required Induction/ongoing if required Recruitment process	Care Plans in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met. Parent/Carers have full access to all school activities. Access issues do not influence recruitment and retention.
Continue to ensure all disabled pupils/staff/visitors can be safely evacuated.	Personal Emergency Evacuation Plan (PEEP) for all pupils/staff with difficulties is in place. Ensure all staff are aware of their responsibilities.	Designated staff	PEEP completed Time	As required	All disabled pupils and staff working alongside them are safe in the event of an evacuation or invacuation.

Ensure accessibility of access to IT equipment including support for hearing impaired where required.	Alternative equipment in place to ensure access to learning. Advice from external agencies regarding information to the hearing/ visually-impaired.	SENDCO	Cost of equipment	As required	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all and incorporates appropriate capacity for disabled pupils	Make sure all escape routes are clutter free and suitable for all pupils.	Site Manager	Time	On-going and as required	All disabled pupils and staff working alongside them are safe in the event of an evacuation or invacuation
Improve the delivery of information to disabled pupils (and parents)					
Availability of written material in alternative/adapted formats	All staff and parent aware of a range of alternative formats.	SENDCO	Cost of translation and adaptation	As necessary	Written information available in alternative formats on request.
Children with Visual Impairment are able to access classroom resources.	Liaise with the relevant agencies to identify the equipment/ modifications that are required.	SENDCO All Staff	Time Cost of any resources	Ongoing	Children with Visual Impairment will be able to access the curriculum fully.
Information is presented to groups in a way which is user friendly or suitable for people with disabilities.	Staff use Rosenshine's principles to organise written materials with cognitive load taken into consideration.	All Staff	Time Cost of any resources and CPD	Ongoing	Children with SEND are able to access the curriculum.
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them and they are accessible to all stakeholders.	Provide information, policies, plans and letters in clear, enlarged print. Ensure website and all document accessible via the school website can be accessed by the visually impaired.	SLT Any staff writing policies	Time	Ongoing	All aspects of school life promote equality of opportunity for all pupils and promote the school values.
The use of an electronic method of reporting to parents.	Electronic reporting methods in place e.g. Seesaw, Tapestry, Social Media and the text messaging service.	Business Manager Office Staff All Staff	Cost of software	Ongoing monitoring	The school is able to move forward with electronic reporting to parents.