



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

ACCESSIBILITY PLAN 2024- 2027

Blandford St Mary CE Primary School



Blandford St. Mary
CE Primary School

Statement of Intent

Our mission is to promote a love of learning in order to maximise the life chances of every child in our school. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Our Vision

The school supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010, the school has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Rationale

Under the Equality Act 2010, schools must have an Accessibility Plan. The Equality Act 2010 replaced all previous equalities legislation, including the Disability Discrimination Act. The legislation states "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010, a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Department for Education's guidance on statutory policies for schools' lists Accessibility Plans. The school's Accessibility Plan must be reviewed every three years, or earlier if there are significant changes and approved by the Governors.

School Vision

Our vision is to promote a love of learning in order to maximise the life chances of every child in our school. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

The Accessibility Plan is structured to complement and support the Equality Policy, and will similarly be published on the school website. The Governors will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Blandford St Mary Primary School is 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 action to comply with the Equality Act 2010 with regard to people and pupils with protected characteristics and develop a culture of inclusion, support and awareness within the school with all Governors, staff and pupils.

The school is committed to seeking and valuing the views of pupils with disabilities and additional needs. Their views, alongside those of parents, carers and professionals, will be considered when reviewing accessibility arrangements and planning future improvements.

Our Accessibility Plan shows the planned improvements and the need to make reasonable adjustments to accommodate the needs of pupils, staff and visitors, where practicable. The school aims to: -

- Increase access to the curriculum for disabled pupils and pupils with additional access needs, expanding the curriculum as necessary to ensure they are as prepared for life as their peers.
- This covers teaching and learning, and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities, learning outside the classroom and educational visits.
- It also includes the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve and maintain access to the physical environment of the school, adding aids and adaptations, if necessary; this covers improvements to the physical environment of the school and aids to access education within a reasonable timeframe;
- Improve the accessibility of information to children, staff, parents and visitors: examples might include handouts, timetables, textbooks and information about the school and school events. This includes both written and verbal information, and electronic information e.g. emails and the website.
- Information in various preferred formats should be available within a reasonable timeframe.

Aims

Our aims are to:

- Increase access to the curriculum for children with any protected characteristics
- Improve and maintain access to the physical environment
- Improve the accessibility of information to children and parent(s)/carer(s)

Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEN Information Report
- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Equality Objectives.

Current Good Practice

Blandford St Mary Primary School asks about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at school, we collect information on the admissions forms on entry to school.

Early meetings, often before a child starts school, take place between parents/carers, the SENDCo and, where appropriate, the Headteacher to ensure that the school has the facilities, provision and support required to meet the child's needs.

Curriculum

Blandford St Mary has improved access to the curriculum for children with disability through the following:

- Using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas.
- Providing a tailored curriculum designed according to need and, where necessary, supported by specialist advice and intervention.
- Providing continuing professional development to ensure staff understand the impact of autism, ADHD, sensory processing differences, visual impairment, hearing impairment and medical needs on learning and participation.
- Organising classrooms so that they promote the participation and independence of all children.
- Ensuring that children with disabilities are able to access all curriculum activities, including clubs and off-site visits through careful planning and staffing adjustments.
- Promoting sensory-friendly learning environments and reasonable adjustments to support neurodiverse pupils.

Physical Environment

Blandford St Mary Primary School has already improved the physical environment of the school to increase access by:

- Providing flat or ramped access to all areas of the school.
- All fire exits accessible for pupils with physical difficulties.
- Good access to most areas of the school for pupils with physical difficulties, i.e. the playground, AstroTurf, library and hall
- Dedicating a parking bay outside the main school entrance for pupils, families and visitors with a disability.
- Providing an accessible toilet and changing facilities.
- Ensuring there is good lighting throughout the school (LED lights throughout), making use of natural light where possible and reducing glare with blinds.
- Additional spaces are available for intervention programmes, emotional regulation and quiet working.
- The school has a clear layout which is easy to navigate and understand.
- All areas of the school are kept clutter free with trip hazards removed.
- Carpets and rubber seals on doors to improve sound quality.
- Ensuring projectors, heating and plumbing are regularly serviced and not too noisy where possible.

- Regularly reviewing signage, navigation and visual cues to support pupils and visitors with communication, sensory or visual needs.

Information

Blandford St Mary already makes written information more accessible to children with additional needs through:

- Adhering to guidelines from specialists (such as hearing and vision support services regarding the presentation of all written information, paying attention to layout and colour.
- Using social stories and pictures symbols to explain school rules and activities throughout the day.
- Using specialist equipment and technology, such as iPads, visualisers, speech-to-text tools and other assistive technology where appropriate.

Digital Accessibility

Blandford St Mary Primary School recognises the importance of ensuring that digital communication is accessible to all members of the school community.

The school will:

- Ensure that website content remains accessible and complies with current accessibility requirements as far as reasonably practicable.
- Use clear fonts, appropriate colour contrast and accessible document formats when producing digital information.
- Provide alternative formats of information when requested and where appropriate.
- Consider the use of assistive technology, captioned video content and accessibility features available through educational software and devices.
- Review the school's website accessibility statement annually.

Implementation

Our Accessibility Plan shows how access to Blandford St Mary Primary School will be improved for children with a disability (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school. In doing this, we have thought about:

- how to ensure children with a disability are prepared for life;
- how we can encourage children with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to children with a disability to support access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

The school will continue to review accessibility arrangements annually and respond proactively to the changing needs of pupils, staff, parents and visitors. Accessibility improvements will be considered when planning building projects, curriculum developments and communication systems.

Our Accessibility Plan has been written based upon information from the Specialist Teachers, research, audits and in liaison with children, parents, staff and governors of the school. It will advise other school planning documents.

Blandford St Mary will work in partnership with DSAT/ Local Authority / Diocesan Board in developing and implementing this Accessibility Plan and will adopt in principle the Local Authority Strategy for Accessibility.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the Local Authority Strategy for Accessibility.

We will consult with experts when new situations regarding children with disabilities are experienced. Blandford St Mary's Accessibility Plan will be implemented by the Headteacher.

Monitoring

The Blandford St Mary Primary School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Local Governing Body.

The governing body, will monitor Blandford St Mary Primary School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Blandford St Mary Primary School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Blandford St Mary Primary School complaints procedure covers the Accessibility Plan.

Blandford St Mary Primary School Accessibility Plan - 2024 to 2027: Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
A CPD programme that will be repeated annually, if required, to ensure staff have an awareness of ASC, ADHD, Sensory processing disorder and allergies. This will include the impact of these conditions have on learning and emotional well-being and strategies that can be used to support children.	• Whole school staff (including support staff) awareness training provided by SENDCo and outside agencies where appropriate. • Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant	Headteacher and SENDCo All staff, including support staff SENDCo	Ongoing Ongoing	Parent, pupil and staff feedback demonstrates that needs are understood and appropriate support is in place. Children with identified conditions continue to achieve in line with their ability. Staff evaluations and professional discussions

	professionals, e.g. Educational Psychologist, Vision Support Advisor etc. • Progress against stated targets will be monitored between school, professionals and family	Headteacher, SENDCo and class teacher	Ongoing	demonstrate increased confidence in supporting pupils with identified needs.
Ongoing training and liaison with professionals with regard to vision and hearing impairments and the impact these have on learning	• Class teacher and support services to meet when appropriate to discuss classroom layout and give recommendation, • Support services to liaise with new teacher in preparation for class moves each year, • Progress against targets will be monitored between school, professionals and family.	Headteacher, SENDCo, class teacher	When needed Annually Termly	Layout of classroom will be adapted to meet vision service reports. New teacher is prepared. Classroom layout and adjustments to be adapted to suit needs. Children will be making progress in line with their peers.

Blandford St Mary Primary School Accessibility Plan – 2024- 2027 Improving the physical environment

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Continue to improve access for children with hearing impairments.	Ongoing liaison with Hearing Support Services regarding sound quality of Classrooms.	SENDCo and Headteacher	Ongoing	Sound quality will be improved for children with hearing impairment Children will make progress across the curriculum.
Yellow lines on steps outside main entrance need to be cleaned	Cleaning with pressure washer	SENDCo and Headteacher	End of 2024	Yellow lines will be clearer and easy to see.
Disabled parking bay needs to be made clearer.	Signage will be repainted in the space	SENDCo and Headteacher	End of 2024/25 academic year	Parking bay will be more visible.

Blandford St Mary Primary School Accessibility Plan - 2024 to 2027: Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
The availability of written information in accessible formats needs to be reviewed.	All written information available to children and their parents will be considered in detail by the SLT, parent links and LGB.	Senior leadership team, SENDCo, parents, children and other staff where appropriate.	Twice annually	All future written information is designed with the specific needs of children and adults with a disability in mind;

	Feedback taken after each Parents' Evening.' To provide 'easy read' versions of school policies. The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools.			Children with a disability and their parents have an increased awareness of all matters usually communicated via written means. Delivery of information to children with a disability or impairment and their parents/carers is improved and meeting their requirements.
Ensuring the background colour on slides is of a suitable contrast to reduce visual stress.	Written information provided easy to access/ navigate. Conforms to SCULPT guidelines	SENDCo, teachers	As much as possible	Teaching materials and presentations will use accessible fonts, suitable colour contrast and uncluttered layouts. Staff will follow recognised accessibility principles, including SCULPT guidance where appropriate, to reduce visual stress and maximise readability.

Improve digital accessibility of school communications	Review website accessibility, electronic newsletters, online forms and digital documents annually	Headteacher, SENDCo and Website Lead	Annually	School communications are accessible and alternative formats are available upon request.
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Review Arrangements

Plan Period: September 2024 - August 2027

Approved by Governors: 2024

Annual Monitoring: Autumn Term each year

Next Full Review: Summer Term 2027

The plan may be reviewed sooner if significant changes occur within the school population, building environment or relevant legislation.