

In performing their duties, governors and staff will:

- Not treat disabled students less favourably for a reason related to their disability;
- Make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- Plan to increase access to education for disabled students.

Our School Vision

St Mary's Bucknell Primary School and Pre School is a safe and creative environment: a happy, positive, vibrant and forward-thinking community where each child and adult is valued and able to learn, play and achieve.

We aim to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence, a deep sense of self-worth, and an understanding and deeper appreciation of our Christian heritage.

To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual development and the ability to grow and flourish as human beings.
- c) Support children in building relationships which reflect Christian values.
- d) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- e) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- f) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- g) Ensure equal opportunities for all.
- h) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- i) Develop a sense of pride in belonging to St Mary's Bucknell Primary School and Pre School.

To achieve these aims staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified.

These action plans will be reviewed annually as part of the ongoing budget planning cycle.

1. Our School Population at St Mary's.

Our school is a small village school educating 58 children in school and 16 children in Pre School. Within our school, children have a range of impairments, and special educational needs, ranging from autism, dyspraxia, speech and language delay, to general learning disabilities

2. Information gained from the assessment.

The school is a single storey building on a flat site, and there is a ramped access up to the front door. The doors are automatic which offers easy access for wheelchair users. The internal door does not open automatically, although the bell is within easy reach for wheelchair users.

Once in the school, it is easily accessible for wheelchair users and those with mobility issues, with access available to all rooms in the school, as it is a small building over one floor. The outdoor play area is large, and mostly flat.

The fire exit from the main hall is not suitable to be independently accessible for wheelchair users, as there is a high step, and then no room to manoeuvre or turn for a wheelchair - in an emergency wheelchair users would be reliant on other people to lift them down the step.

There is currently no designated disabled parking bay. Parking is extremely limited, and exempting a space for disabled parking would have implications for other parents/ staff members. However, this should be considered.

The pupils and staff, when discussing what it meant to be disabled, had some good ideas and suggestions, and the children were able to identify with adults they knew who were disabled, and some of the children within the school. Some of the children with additional needs were able to explain what it meant for them, and some of the difficulties it created.

When considering their school, the children were able to identify some of the access issues, including the fact that some of the internal doors are made up of swing doors, which are difficult to negotiate with a wheelchair.

The children and young people were also able to consider some of the alternative and augmentative methods used for children and adults to communicate if they had a hearing impairment, or a learning disability, and discussion was held about the use of makaton, British Sign language, and using signs and symbols in the school.

There was also discussion in both classes about the bullying that disabled children and young people could face, and the importance of supporting and welcoming all children in the school.

The sessions with the classes were very positive, and the children clearly have some awareness, and regular lessons considering issue of disability awareness would be easily incorporated into PSHE lessons.

3. Who has been involved in creating this plan?

The children in each of the classes spent some time thinking about our school, and some of the challenges that it may pose to disabled pupils and adults, and what could be done to make our school more welcoming and accessible. This work included pupils with special educational needs and / or disabilities.

Our staff members were also involved with these discussions, and provided information and suggestions that are incorporated into our accessibility plan, and action plan.

Objectives

St Mary's Bucknell 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 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 school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

St Mary's Bucknell Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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 and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

4. Welfare Awareness

- Staff and students are to be made aware of disability and understand its effects and accept and support disabled students as part of School life. Staff and volunteers will be required to attend training as necessary to update knowledge and skills.
- Appropriate staff training will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.
- The school's Single Equality Plan, Anti-Bullying Policy, Confidentiality and SEND policies will be updated to reflect inclusiveness and the difficulties faced by disabled students, thereby improve understanding and integration.
- The school will agree with parents, appropriate regular means of communication with regard to the student's progress, behavioural issues and the effects of any medication.

5. Expectations on Staff and Governors

Staff members and Governors are key partners in ensuring our accessibility plan becomes a reality. They are responsible for ensuring its appropriateness implementation, review and update.

6. How to get a copy of our schools plan

Copies of this plan are available in different formats. Please contact the school, or speak to Miss Cook if you require this plan in an alternate format (e.g. e-, mail / large print.)

Contact: St Mary's Primary School, Bucknell, Shropshire, SY7 0AA

Tel: 01547 530 264

Email: admin@bucknell.shropshire.sch.uk

Date of Plan: Autumn 2018

Date of Review: To be reviewed annually

Member of Staff responsible - Miss Cook

This plan was drawn up by the staff and pupils at St Mary's

**St Mary's Bucknell Primary School
and Pre School**

ACCESSIBILITY PLAN

Physical Access

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Improve parking facilities to create a disabled parking space near the gate.	Implementation of plans and feasibility study to the Diocese in order to gain LCVAP funding.	Spring/Summer 2019-2020 Or to reapply the following year if unsuccessful in securing the grant in 2018/2019.	£1500 - £2,000 approx
2.	To improve wheelchair access and egress.	Look at installing automatic doors in some areas and improved access and egress out of two rear doors to the playground. Discuss egress for wheelchair users from the school hall with the Diocese.	To be incorporated in any plans drawn up. 2020-21	Approx £10,000

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ACCESSIBILITY PLAN

Curriculum Access

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Learning environment	SENCO to lead review learning environment from inclusive perspective	Summer 2019 – reviewed annually	Staff meeting time and SENCO release time compile findings and recommendations.
2.	Provision Maps	SENCO to lead updating of provision maps.	Summer 2019 – reviewed annually	
3.	To work with professionals to successfully accommodate children with hearing impairments	Class teachers and staff to work with professionals to ensure pupils with hearing impairments have access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.	Summer 2019 – reviewed annually	
4.	Resources	Staff to meet regularly to review resources used and ensure these are helpful and appropriate. Staff review resources used in Maths, Reading and Writing - trial materials to make more inclusive.	Summer 2019 – reviewed annually	
4.	Training & links	Provide appropriate and relevant ongoing training all staff on matters of inclusion. Working with hearing impairment staff to learn techniques to support children with a range of difficulties, and to learn sign language.	Summer 2019 – reviewed annually	£85 - £200 per course approx

Written Information Access

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Clear, straight forward and simple communication with parents and community	Information presented in variety of easy to access ways e.g. displayed in window for parents dropping off, sent via email, text and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced & parents sessions run for key areas e.g. phonics, new assessment. Admin & teaching staff aware of individual who may need information explaining directly or personally.	Autumn 2018 and ongoing.	
2.	Access to info for pupils, parents and carers for who English is additional language.	Source website translator if necessary. School to ensure communication methods are appropriate for all families.	Summer 2020	Website update with LA ICT department up to £200 per session.

St Mary's Abridged Accessibility Plan

Our school values every child, staff member, and adult visitor. We particularly welcome and value those with disabilities and special educational needs. We want to ensure that every disabled child matters in our school and that all children, including those with disabilities and that all children, including those with disabilities and or special educational needs are helped to:

- Stay Safe
- Be healthy
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic wellbeing

We will ensure that those with mobility impairments can get into our school, and can access our main facilities.

We will ensure that this plan, and other documentation is available in alternative formats (such as in large print / audio tape).

Other school documents for children will also be available in large print / audio if required.

We will ensure that pupils with special educational needs and / or disabilities have clear plans that ensure any other appropriate measures are taken to ensure that their needs are met within the school, and their progress regularly reviewed.

We will consider all activities that our school undertakes to ensure that they are accessible for all.

We will continue to review the physical nature of our school building, and ensure when any alterations or adaptations are made, that these improve the physical accessibility of our school.

We value the specific input of disabled students, staff, and visitors and welcome feedback at any time about our accessibility plan, or service provision. Any feedback should be given to Miss Cook, who will consider what action can be taken.

We will consider how, within the curriculum, we can ensure that disabled children and young people are represented, and the curriculum supports all pupil and staff's awareness of disability awareness and access issues.

We will ensure that if our school develops any extended school activities, that the specific needs of disabled pupils and parents are considered.

We will ensure that our school's anti bullying policy is regularly updated, and in the light of the date that disabled children in mainstream school provision often experience bullying, staff members are particularly aware of this, and any incidents of disability / SEND related bullying taken seriously.

We recognise that accessibility is about more than physical access, and attitudes make a significant contribution to how accessible settings can be.

Autumn 2018