

St Martin's C of E Primary School

'Inspiring children to be the best they can be.'

Accessibility Plan

Agreed – Spring 2025
Review date – Spring 2027

Context

The School Context

St. Martin's Church of England School, is a larger than average primary school located in Dorking. The proportion of disabled pupils and those who have an Education Health and Care Plan is average but the proportion of pupils known to be eligible for free school meals is below average, nationally.

A large majority of both staff and children are white British. Approximately 15% of the pupils are from a wide range of ethnic minorities. There are currently more boys (55%) on roll than girls (45%).

Principles and Objectives

- To ensure that the school meets its obligations under the DDA.
- In line with the school SEND policy all pupils are entitled to be fully included in the school environment and to receive a broad and balanced curriculum.
- The school admission policy is in line with the Surrey County Council Policy for admission to schools.
- This policy should also be read alongside the Equality policy, Behaviour and Anti-bullying Policy, and Health and Safety.

Definition of Disability:

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.

Definition of Discrimination:

Discrimination is where a person is treated less favourably than others on the grounds of their age, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment.

Accessibility strategies:

These plan for:

- Increasing the extent to which all pupils and their families can participate in school life.
- Improving the physical environment of our school to increase the extent to which disabled people can take advantage of education and associated services.

- Improving the delivery to all pupils and their families of written and oral information provided by the school. This should be done within a reasonable period of time and in formats, which take account of the view expressed by the pupils or their families about their preferred means of communication.

The plan will be reviewed and revised every three years or more regularly if additional relevant information becomes available.

This plan replaces all previous plans.

Action Plan 2025-2027

Increasing access for pupils to the school curriculum, including participation in after school clubs, cultural visits and activities

<u>Target</u>	<u>How</u>	<u>Outcome (s)</u>	<u>Who & When</u>	<u>Evaluation</u>
School knows if any new entrants have any disabilities.	<ul style="list-style-type: none"> • Question added to enrolment form which is analysed to identify any disability • Office staff to notify Head/SENCO/Class Teacher • SENCO to liaise with Parents and Class Teacher and manage any reasonable adjustments 	<p>School is aware of and able to make any reasonable adjustments, prior to pupil starting school</p> <p>Children settle into school well</p> <p>Parents confident child's needs can be met</p>	<p>Office Staff and SENCo Ongoing</p> <p>Upon date of entry</p> <p>Ongoing</p>	This has been done and ensures that the school has a more informed overview from entry to the school.
For all children to take part in a residential visit/day trips/visits	<ul style="list-style-type: none"> • Use of PP funding to support those who can't afford it • Parents are offered the opportunity to visit Sayers Croft to understand how their child can be catered for • Ensure Sayers Croft / other residential centre staff are briefed well in 	<p>All year 5 children will attend Sayers Croft visit</p> <p>All year 6 children will attend a residential trip</p> <p>No pupils are excluded from day trips/visits</p>	<p>May each year</p> <p>June each year</p>	<p>Risk Assessments for these trips show that appropriate 1:1 support is in place for any children who need it.</p> <p>1:1 meetings are planned prior to each trip, to ensure that needs are specifically met.</p>

	<p>advance about any disabilities/special needs</p> <ul style="list-style-type: none"> ● SENCo to meet with parents well in advance of the visit ● Venue informed in advance of any disabilities ● Risk assessment identify individual children and their needs 			
For IT to be made more easily and equally accessible for all children	<ul style="list-style-type: none"> ● Consider the use of tablets/IPads etc ● Ensure software and APPs are appropriate for purpose and all are able to use them ● Ensure chrome books are available to classes ● Ensure a timetable is in place for chrome books to be used outside of Computing lessons 	Software and hardware will be up to date and will support learning and enhance progress and attainment.	Ongoing updates IT Subject leader, Bursar, IT technician	Additional set of tablets for SEND use only, have been purchased and are providing additional support for learning.
For all children to have the opportunity to take part in an extra-curricular activity	<ul style="list-style-type: none"> ● PE co-ordinator to identify those pupils who don't take part and select them to 	Children will have new experience and opportunities to develop new interests	Ongoing through the year	In place - Multi-Skills is a weekly club which targets children who do not access sports outside school.

	<p>take part in a lunch time club</p> <ul style="list-style-type: none"> Review extra-curricular offer to ensure a wider choice of activities 			<p>Nerf Club - provides an additional provision for a similar group.</p> <p>PE lead is currently organising further sports on offer across the school to ensure a wider choice of activities.</p> <p>Evaluations show that more children are accessing sports outside school.</p>
<p>The curriculum will be appropriately differentiated and stimulating to meet individual needs</p>	<ul style="list-style-type: none"> Review of new curriculum and termly planning One page pupil profiles Use of Pupil Passports to plan/asses/do/review intervention Pathway Plans will identify individual need as required Specialised furniture and equipment are in place for those children who with an additional needs and/or disabilities. 	<p>Provision will match need.</p> <p>Pupils will make good progress and attain well.</p> <p>Pupils will be able to be learn alongside their peers with the correct adjustments to seating support, table height and leg support where necessary.</p>	<p>Teachers SENCO Children</p> <p>Ongoing</p>	<p>Individual pupil passports are monitored half-termly by the SENCo who feeds back on areas for further development points, to individual teachers.</p> <p>SEND learners each have personalized and specific targets to meet their needs.</p> <p>SENDCo monitors inclusive practice and provides necessary provision for ALL learners.</p>

Improving access to the physical environment of schools, including improvements to the physical environment of the school and physical aids to access education

<u>Target</u>	<u>How</u>	<u>Outcome</u>	<u>Who & When</u>	<u>Evaluation</u>
For eligible pupils to be assessed for IT equipment/ physical aids as appropriate	<ul style="list-style-type: none"> • SENCO to make the relevant referrals to Sensory Support Team, Occupational Health • Staff trained in using equipment as required 	<p>Increased access to the curriculum via personalised IT equipment</p> <p>Children able to take a full part in school life e.g. specialist cutlery, at lunchtime, specialist scissors</p>	Ongoing	Children routinely have the necessary equipment - wobble cushions, pencil grips, ear defenders, cutlery, scissors and so can fully access all activities
All areas of school to be accessible	<ul style="list-style-type: none"> • Review accessibility of KS1 building • Ensure those with a mobility that requires a wheelchair or similar are accompanied to the library to negotiate the ramp and entrance 	All areas of school will be accessible and meet statutory requirements		Premises are reviewed whenever a child is presented with a new challenge ie: crutches following an accident, staff recovering from surgery etc
All areas of school to be accessible for visitors	<ul style="list-style-type: none"> • Provision of bell on front door to call for assistance 	All visitors can access the hatch in the entrance to speak to office staff	Bursar/premises manager By end of Oct 2021	

Improving the accessibility of information for all pupils and members of the school community

<u>Target</u>	<u>How</u>	<u>Outcome</u>	<u>Who & When</u>	<u>Evaluation</u>
Increase staff knowledge of Makaton	<ul style="list-style-type: none"> • Staff training 	<p>Greater number of adults will be able to communicate with children who have little or no language</p> <p>Greater inclusion of those who have little or no language</p>	SENDCo to consider training more staff	No children on roll currently needing to use Makaton. SENDCo to investigate Makaton training to be able to lead here.
For all documentation to be available in different formats when requested	<ul style="list-style-type: none"> • Enlarge printed materials as required • Newsletters to be read if required • Access to online translation tools as required • All documentation to be available on the school web site 	Parents and other associated with the school will feel informed and will have equal access to information	<p>Offices staff, all staff who provide written communications</p> <p>Ongoing</p>	Staff read letters and documents to a small group of families who don't read, so they are able to access all key information.
All application procedures for posts do not discriminate	<ul style="list-style-type: none"> • Application forms to be provided in alternative form as required • Appropriate arrangements for disabled candidates shortlisted for interview 	Compliance with DDA	<p>Admin Staff</p> <p>Ongoing</p>	This is in place.