



**St Mark and All Saints Church of England
Primary School Guildford Diocese Education
Trust**

Academies in partnership with the Guildford Diocese Education Trust
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ACCESSIBILITY PLAN

Leader	Responsible Body
Caroline Mallett	Good Shepherd Trust

Date adopted:	September 2020	Last reviewed:	September 24
Review cycle:	Every 3 years or earlier	Is this policy statutory?	Yes
Approval:	Local Committee	Author:	Caroline Mallett

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	15/10/2022	J. Mills		Merged the information in the Accessibility Policy and Plan
2.	16.10.22	C. Mallett and J. Mills		Review of the Accessibility Plan
3.	22.11.22	J. Mills		Amended with suggestions from LC member F.H. DDA- wrote out in full. Added in acronyms and jargon into action plan.
4.	25.9.24	C. Mallett and J. Mills		Reviewed and amended action plan

Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. St Mark and All Saints C of E Primary aims to be an inclusive school, which celebrates diversity and is accessible to all. We aim to treat all its pupils fairly and with respect.

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

St Mark and All Saints C of E Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve 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.
- 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 a school fails to do this they are in breach of the Disability Discrimination Act 1995). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Monitoring arrangements

Attached are action plans, relating to the key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. The plans will be monitored by the headteacher. New plans will be drawn up every three years. The school will work in partnership with the GST in developing and implementing this plan and will adopt in principle the school's Special Educational Needs Policy.

The action plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Premises Manager. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
Equality information and objectives

Health & Safety (including off-site safety)
Special Educational Needs (SEN) information report
Supporting pupils with medical conditions policy
Behaviour Policy
School Improvement Plan
School Prospectus

We acknowledge that there is a need for ongoing awareness raising and training for staff and the Local Committee in the matter of disability discrimination and the need to inform attitudes on this matter.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all Local Committee committees will contain an item on “having regard to matters relating to Access”.

The School Prospectus will refer to this Accessibility Plan.
The School’s complaints procedure covers the Accessibility Plan.
Information about our Accessibility Plan will be published on the school website.

The Plan will be monitored by Ofsted as part of their inspection cycle.

St Mark and All Saints C of E Primary School Accessibility Plan 2024-27

Improving the Physical Access at St Mark and All Saints C of E Primary School

An Access Audit was carried out by Caroline Mallett/ Ian McDonald on 16 Sept 2020 and a number of recommendations made. Some of these are still pending due to awaiting funding for redesign of front entrance

Item	Activity	Actions to address/ timescale	Cost	Update Sept 24
Getting to the building	Front gate is very heavy even on release	Investigate power assisted gate for wheelchair users		In plans for redevelopment of front entrance
	Release button at Pedestrian gate from car park not positioned for wheelchair users/mobility impaired	Consider adding an extra button or intercom at wheelchair height – office team could open gate from school side		Achieved
	Not possible for wheelchair user/ mobility impaired person to enter front door unaided	Investigate power operated door function for front door		Check design of redevelopment
	External signs not designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels	See advice from GST and SCC on appropriate levels of signage to provide		Signage at front and rear of school to be ordered when funds are available to accommodate additional needs. Investigate if we can incorporate braille at main entrance
Internal facilities	Not all corridors have a clear unobstructed width of 1.2m	Review location of tables and resources in corridors to assess what can be moved to increase available corridor width. Fixed corridor width in some locations		Achieved
	Emergency and evacuation procedures do not cater for all possible users	Investigate flashing light alarm for hearing impaired people when system is upgraded.		Visitor sign-in procedure includes sharing of information about additional needs in the event of a fire. If a hearing impaired staff member or

	Emergency and evacuation procedures do not cater for all possible users	Review procedure to ensure it meets the needs of visually impaired people		child joins school we will ask Surrey LA for advice.
	No hearing induction loop (fixed or portable)	Investigate cost of hearing induction loop		If a hearing-impaired staff member or pupil joins school we will ask Surrey LA for advice and funding.
	Signage does not provide large font visual, audible and tactile information, and is not always positioned to be visible from both seating and standing position	See advice from GST and SCC on appropriate levels of signage to provide		Signage not ordered yet. It will be ordered Summer 2026 to accommodate additional needs, if funds allow.

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Improving the Curriculum Access at St Mark and All Saints C of E Primary School

Target	Strategy	Outcome	Achievement	Update Sept 2024
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum	Increase in access to the National Curriculum	Ordinarily Available Provision training given 22-23. Ongoing support has been given by Freemantles Outreach, Hearing Impaired Service, Specialist teachers for Inclusive Practice.
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.		
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Increase in access to all school activities for all disabled pupils	Residential, trips and clubs are assessed and support is provided to allow for accessibility.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Increase in access to the National Curriculum	Achieved. Year 1 would need a fixed ramp for a wheelchair user.
Training for Awareness Raising of Disability Issues	Provide training for Local Committee members, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Local community will benefit by having a more inclusive school and social environment	Staff access advice about pupils and training from Specialist Teachers for Inclusive Practice, Physical and Sensory services, Speech and Language Service. Freemantles Autism

				Outreach on an ongoing basis.
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Improving the Delivery of Written Information at St Mark and All Saints C of E Primary School

TARGET	STRATEGY	OUTCOME	ACHIEVEMENT	Update Sept 24
Availability of written material in alternative formats	The school will make itself aware of the services available through the Local Authority for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Delivery of information to disabled pupils improved	School can provide Widgit Symbols to aid understanding of written material. Clicker 8 on some laptops can speak aloud text. Apps are used to translate and speak English into other languages.
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and communications and promote the availability in different formats for those that ask for it. Avoid acronyms and jargon.	All school information available for all	Delivery of school information to parents and the local community improved	Information has been to the website to indicate that we will offer information in alternative formats. British Sign Language Interpreters used when necessary.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from EVERITT on alternative formats and use of IT software to produce customized materials.	All school information available for all	Delivery of school information to pupils & parents with visual difficulties improved.	On a computer the website can be seen at 300%, which Everitt says is desirable. Website can be accessed in other languages.

Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	School is more effective in meeting the needs of pupils.	We are using good communication systems within class such as now and next boards, visual symbols. We have Clicker 8 on some laptops which will speak aloud text.
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