



ACCESSIBILITY POLICY AND PLAN – 2023 2026

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils and parents/carers by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for **Bridport St Mary's School**.

2. Other policies

Our Accessibility Plan complements and supports our:

- [SEND Policy](#)
- [Supporting Pupils with medical conditions](#)

It should also be read alongside the following school policies, strategies and documents:

- [Curriculum Information Page](#)
- [Health & Safety Policy \(including off-site safety\)](#)
- [Behaviour and Wellbeing Guidance & Policy](#)

3. Our vision and aims

St Mary's School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen. Consequently, when curriculum policies are reviewed, the curriculum access needs of all children are taken into account.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

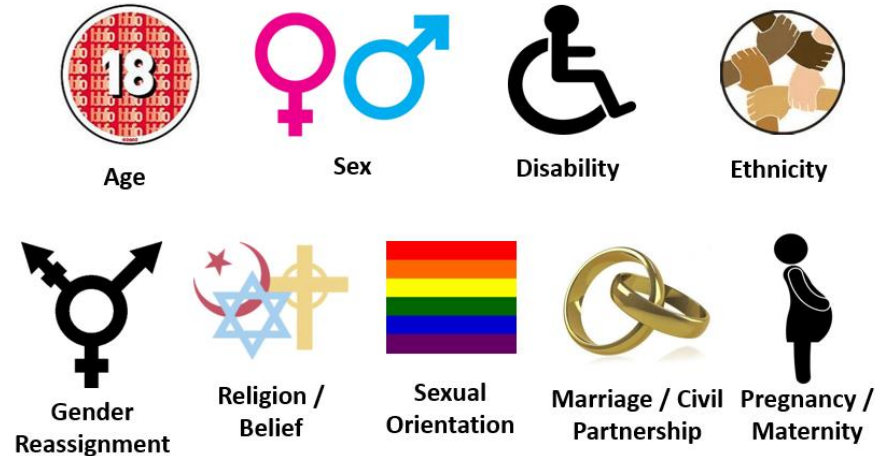
We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. DEI - Diversity, Equity and Inclusion

We welcome all people at Bridport St Mary's and actively seek to show that we value all people.

We embrace our duty to recognise the nine 'Protected Characteristics' -



How does iterative improvement for inclusivity manifest itself at Bridport St Mary's School?

- Schemes of work are organic. We make changes.
- We question ourselves and our practice.
- We plan activities that give children opportunities to meet people from different backgrounds and to hear their narratives
- We use stories and myths from diverse cultures
- We seek to provide a diverse curriculum with careful consideration of representing diversity
- We actively seek to hold and use resources from different cultural backgrounds, reflective of better global representation.

5. Current good practice

Identification

St Mary's asks for information on any disabilities or health conditions in early communications with new parents and carers this includes those who may be Young Carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary. We work closely with the Children's Centre and pre-schools in advance of pupils starting school to identify and offer support through transition into reception as well as local secondary schools as they move in to year 7.

Curriculum

St Mary's School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment to support specific curriculum areas, e.g. numeracy and literacy;
- providing assistive technology, specific to individual children's needs
- providing a differentiated curriculum, designed according to need and where necessary with specialist input as required
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of Dyslexia and Attachment Trauma on learning. Plus staff INSET training regarding Epilepsy and Buccalam medication
- organising classrooms and school facilities so that they promote the participation and independence of all pupils;

Physical Environment

St Mary's School continues to improve the physical environment of the school to increase access for disabled pupils by:

- dedicating parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- providing accessible toilet facilities;
- ensuring that there is good lighting throughout school, making use of natural light where possible
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered

- Sound board panels in teaching rooms designed to reduce noise for those with hearing needs.
- Coloured markings for those with visual needs.

Information

St Mary's School already makes written information more accessible to disabled pupils through:

- using social stories and picture symbols to explain school rules for pupils who benefit from this.
- using visual timetables to explain the routines for each day
- reducing the amount of written information for pupils; matching it to the pupil's level of readability
- presenting text on the page in a large and uncluttered way
- making text darker to provide a better contrast on the page
- ensuring that pupils have their own copy of a text, rather than sharing
- using a desk slope to aid visual access and posture
- displaying materials at eye level or lower for ease of access

6. Implementation

Our Accessibility Plan shows how access to St Mary's School will be improved for disabled pupils (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 life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils 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 pupils with a disability
- 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

St Mary's School adopts 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 pupils with disabilities are experienced.

7. Monitoring

St Mary's School's Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the SEND Link Governor Role, currently held by and Sally Walton.

The governing body will monitor The St Mary's 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 compliance with that duty.

St Mary's Accessibility Plan - 2023-2026: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, Inset, Induction Regular SEN Staff Meetings updating advice re knowledge of reducing barriers to learning.	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored through provision mapping	On going	Increased access to an appropriate curriculum for all pupils <i>TA's attend weekly training to support them in their work and have access to a suite of courses</i>
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 Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.	All out-of-school activities will be conducted in an inclusive environment Access to pupil premium funding and partnership with other agencies e.g. funding for breakfast club	On going	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils Club registers show a range of pupils taking part in after school clubs
To ensure 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 Consider Year Group classroom changes to best meet the needs of disabled pupils. Risk assessments for individual children on-going.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	On going	More time available for pupils to participate in curriculum activities <i>Sensory profiles and visuals agreed to provide support where needed</i>
Staff recognise and plan for the additional time and effort needed by some disabled pupils: slow writing speed for pupils with dyslexia, extra time to	All staff aware of needs & detailed in planning/IEPs	Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for. All staff ensure resources are appropriately matched to pupils need e.g. enlarged to support VI	On going	All pupils are supported to achieve their full potential

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
move from activity to activity for those with physical disabilities, alternative forms of exercise		Technology is used to support writing for pupils where appropriate.		
ICT equipment is provided for & has been fitted with additional software/hardware to allow access for disabled pupils.	Links with Specialist Advisory Support Service to provide updated software and equipment	VOCA software, Clicker, enlarged keyboard, Zoom application, visualiser and shared screens are available as required	As required	All pupils are supported to achieve their full potential
To deploy Learning Mentors effectively to support pupils' participation	Review needs of pupils within each class through provision mapping, sensory profiling and provide resources and staffing accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff	On going	All pupils are supported to achieve their full potential <i>Sensory and box breaks are in place to optimise being in the 'Just Right' state for learning and staff available to oversee these</i>
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, IEP Reviews, Regular Learning Mentor, teacher & SLT meetings, use of pupil voice to provision	Pupils contribute to provision maps	On going	Pupil voice is in place <i>Annual Reviews consistently demonstrate pupil voice and pupils are invited to attend these meetings</i>

St Mary's Accessibility Plan - 2023-2026: Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIME FRAME	Review –Last updated Oct 24
Outside areas	<ul style="list-style-type: none"> ◦ Pedestrian access ◦ Car parking ◦ Paving 	<ul style="list-style-type: none"> ◦ Review Pedestrian access ◦ Access for disabled drivers to Governor parking bays at start and end of school day ◦ 1) Review levels, gradients, cambers and gullies in proximity to all pathways 	On going	New disabled spaces created with refreshed line markings throughout the car park.
All areas	<ul style="list-style-type: none"> ◦ Signage ◦ Contrasting colours to aid visibility ◦ Improve classroom furniture layouts to increase access ◦ Security access 	<ul style="list-style-type: none"> ◦ Consider location ◦ Replace and upgrade on rolling programme ◦ Assess annually depending upon classroom use ◦ Staff to be aware of mobility and H&S issues (<i>risk assessments and PEEPs</i>) ◦ Lower security key pads to enable use by all 	On going	Two of the 4 main areas in the school repainted July 2023. Layouts improved for shared areas July 2024. Outdoor lighting in car park and playgrounds replaced with LED lights Oct 2024 New ipad entry system for visitors and staff May 2024 <i>PEEP plans in place for vulnerable people evacuating the building</i>
Corridors and general areas	<ul style="list-style-type: none"> ◦ Remove trip hazards ◦ Observe fire exit routes ◦ Increase signage and aids for visual and hearing impaired 	Identify appropriate storage for equipment and ensure that items are not left indiscriminately. Monitor through regular checks particularly coat areas Remove obstacles around signed emergency routes	On going	Shared areas layouts improved and new storage in place July 2024

St Mary's Accessibility Plan - 2023 -2026: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours and	As required	Delivery of information to disabled pupils and parents improved <i>Dyslexic pupils supported by specific coloured overlays</i> <i>Child friendly school improvement plans displayed</i>
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through hard copy and website	As required	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customised materials.	All school information available for all	On-going	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Communication audit by SALT On-going Performance Management arrangements Training on range of issues such as functional use of language, Signalong and managing SALT plans Other training as required	Awareness of target group raised	On-going	School is more effective in meeting the needs of pupils.