



## **Accessibility Plan 2022/25**

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# Accessibility Plan

Relevant to: Maintained Schools, Academies and MATs

Status: Statutory

*This model policy is intended as a starting point on which to base your policy, which should be tailored to:*

- *reflect your school's ethos and approach;*
- *the specific systems which are in place.*

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**REVIEW:** Every 3 years

## Updates since last edition

September 2022		
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## 1. Legislation and Guidance

This Accessibility Plan complies with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. Under the Equality Act 2010, the Discovery Educational Trust (DET) Trust Board (TB) through St. Martin's School (SMS) and the SMS Local School Committee (LSC) have a duty:

- Not to treat disabled pupils less favourably for a reason related to their disability. CHS aims to promote positive attitudes to disabled people and promote equality of opportunity for all.
- To make reasonable adjustments for disabled pupils, in order that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

The LSC is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan, which must be reviewed, at least, once every three years.

The Equality Act 2010 states that a person has a disability if:

- They have a physical or mental impairment;
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the Equality Act 2010, all schools have a duty to make 'reasonable adjustments' to ensure that:

- Where a disabled pupil is placed at a disadvantage compared to other pupils, efforts are made to reduce/remove the disadvantage.

## 2. Purpose and Direction – Vision and Values

DET is a Trust of Opportunity and its Schools offer their pupils a high-quality inclusive education, a broad, balanced and ambitious curriculum and a safe and stimulating place to grow, learn and develop. All pupils are fully prepared to seize the opportunities of the rapidly changing world and become active and responsible global citizens.

SMS has high expectations for all pupils and is committed to ensuring that all pupils, including those with disabilities, achieve the best possible educational and other outcomes.

In line with the National Curriculum, teachers are expected to plan high quality lessons for all pupils, identifying and overcoming barriers to learning wherever possible. SMS ensures that pupils with disabilities have access to the wider curriculum and are able to participate in a range of enrichment and extra-curricular activities.

SMS is committed to providing a fully accessible environment, which values and includes all pupils, staff, parents/carers and visitors, regardless of their education, physical, sensory, social,

spiritual, emotional and cultural needs. SMS is further committed to challenging attitudes around disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

SMS plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School. SMS works closely with professionals from Essex County Council, the National Health Service and other agencies to ensure that its site is accessible and meets the needs of its pupils.

Whole School training recognises the need to continue raising awareness of disability discrimination and equality issues, with reference to the Equality Act 2010, for staff and Local Governors.

The following areas, with associated actions, form the basis of this Accessibility Plan:

- Increase the extent to which disabled pupils can participate in the School curriculum and in extra-curricular activities;
- Improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve the availability of information, which is accessible to disabled pupils.

Action Plans covering these three aspects of accessibility are at Appendix 1. These Action Plans are reviewed and adjusted every 3 years

### **3. Stakeholders**

This Plan was written in consultation with all SMS staff, the LSC, parents/carers, pupils and the wider School community.

### **4. Contextual Information/Information from Accessibility Audit**

SMS has 1,850 (Published Admissions Number (PAN) 292) pupils from age 11 to 18. It is located in Brentwood in Essex, which is part rural and close to local towns of Brentwood and Shenfield.

The main site was built in 1959 and used to be North and South buildings only. Since then, the following additional buildings have been added:

- Creative Arts – on two levels;
- PA Sports Hall - on one level;
- Learning Resources - on two levels;
- PRE Block – on one level;
- Greenhouse - on one level;
- Geoff Morgan extension to South building - on three levels;
- Technology extended in South building - on two levels;
- Security fencing to the front of the school.

There are lifts in the South building and wheelchair access in all buildings to the Ground Floor. There are toilets with disabled access on the first and second floor of the South building.

## **5. Links to Other Documents**

This Accessibility Plan is linked to the following policies and documents, which are available on the SMS or DET website or from the School on request:

- SMS Admissions Policy;
- SMS Anti-Bullying Policy;
- SMS Behaviour Policy;
- DET Children with Health Needs, who Cannot Attend School Policy;
- DET Complaints Policy and Procedure;
- DET Educational Visits Policy;
- DET Equality and Diversity in Employment Policy;
- DET Equality Statement and Objectives;
- DET Health and Safety Policy;
- SMS Prospectus;
- SMS Risk Assessments;
- SMS Special Educational Needs and Disability (SEND) Information Report;
- DET SEND Policy;
- DET Supporting Pupils with Medical Conditions Policy.

## **6. Monitoring and Evaluation**

The Accessibility Plan is reviewed, at least, every three years.

Ongoing monitoring of the progress towards the targets and the impact of the Plan is undertaken by the SMS LSC.

## SMS Accessibility Plan 2022/25

### IMPROVING ACCESS TO THE CURRICULUM

TARGET	ACTION	RESOURCES	TIMEFRAME	OUTCOMES
A1 – Develop range of learning resources that are accessible to pupils with different disabilities.	Heads of Faculty to review resources in their curriculum areas.	Time/training.	Ongoing.	Pupils with disabilities to have increased access to curriculum materials.
A2 – Teachers develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities.	New teaching and learning priorities in place with CPD targeted on areas for development. INSETS for all staff with follow up sessions.	Time/training.	Learning and Teaching meeting schedule.	Teachers use multiple intelligence principles to suit wide range of learning styles. Higher attainment for pupils with SEND.
A3 – Teachers develop skills to deal with pupils, who have specific disabilities.	SENDCo provides or arranges specific training for new and existing staff relating to disabilities experienced by pupils.	Time/training.	Autumn 2022 onwards.	Staff have greater understanding of disability issues.
A4 – Disability equality issues are incorporated in Citizenship curriculum.	Review Schemes of Work for PSHE and put in appropriate content and activities for learning.	Time.	Autumn 2022 onwards.	Pupils have a greater understanding of disability issues. More regular information and

				discussion around disability issues.
A5 – Ensure that SMS is prepared to meet the specific needs of pupils transitioning in September.	Provide training for all staff to develop understanding of the needs of the pupil.  Ensure that the curriculum is suitably tailored to those needs.	Time/training.	Spring 2022 onwards.	Successful transition and progress made by pupils.
<b>IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT</b>				
<b>TARGET</b>	<b>ACTION</b>	<b>RESOURCES</b>	<b>TIMEFRAME</b>	<b>OUTCOMES</b>
B1 – Maintain the painting of yellow edges on all staircases and steps to aid movement of visually impaired pupils and staff.	RSH has this built into the Summer maintenance schedule.	In Premises budget.	Annually in August.	Visually impaired pupils, staff and visitors are able to navigate easily around SMS site.
B2 – Provide level access to Ground Floor facilities.	Undertake access audit of Ground Floor  Develop programme of ramping to provide level access.  Engage building companies for possible tender process.	Time for surveys and possible building works.	Autumn 2022 onwards.	Pupils, staff and visitors with wheelchairs can access the Ground Floor of SMS.
B3 – Ensure that fire procedures consider	Review the needs of the identified pupils.	Time for surveys and possible building works.	Autumn 2022 onwards.	Identified pupils are safe and have a clearly recognised set of



the needs of pupils with disabilities.	<p>Ensure that appropriate provision, including places of safety, have been established.</p> <p>Engage building companies for possible tender process.</p> <p>Carry out regular fire drills to ensure all students know the procedures and where to go.</p>			procedures to meet their need in case of fire.
<b>IMPROVING ACCESS TO INFORMATION</b>				
<b>TARGET</b>	<b>ACTION</b>	<b>RESOURCES</b>	<b>TIMEFRAME</b>	<b>OUTCOMES</b>
C1 – Make information more accessible to pupils and parents/carers with disabilities.	<p>Weekly News and Views emailed to all families.</p> <p>Annual stakeholder surveys including targeted SEND.</p> <p>Trust coordinator quality assures policies.</p> <p>Seek views of pupils and parents/carers on how this can be achieved.</p> <p>Website updated to include curriculum Intent, Implementation, Impact and assessment.</p>	<p>Time.</p> <p>Satchel One software package.</p> <p>Microsoft forms.</p>	Ongoing	<p>Pupils with disabilities have greater access to information.</p> <p>SMS is able to respond quicker to requests for information in alternative formats.</p>

	Introduction of Satchel One to improve pupil access to home learning and communication.			
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