



### **St Mark's Accessibility Plan 2022-2025**

(To be read in conjunction with the Local Offer)

*At St Mark's our Mission is to promote a sense of self-worth through an understanding that each one of us is precious to God. We will achieve this through providing a quality education in a happy and secure environment, developing relationships of trust within a Christ centred community.*

At St Mark's RC Primary School, we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life.

We aim to address the needs of all our children, parents, staff and the wider community. We will work with all outside agencies who can advise staff and support pupils within school.

Governors have a responsibility towards disabled pupils as stated in the SEN and Disability Discrimination Act (DDA) 1995 (part 4):

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

Disability as defined by the DDA is:

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

Recent building work and additions has meant an improvement in access to all parts of the building.

- Ramps at the front and rear of the school give access to all areas
- A disabled toilet is situated in the old school entrance area
- There is a disabled parking space in the school car park.
- Reception area with lowered counter facility
- External doorbell lowered for accessibility

This plan sets out further proposals of the school to increase access to education or usage for all disabled pupils or persons in the three areas required in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- improving the delivery of information to disabled pupils in an appropriate format.

The school will consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

This policy will be reviewed every 3 years by the full Governing Body and the plan annually by the Premises committee in the Spring term.

The following table shows areas for further development and how the school will address them. This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

This plan will be reviewed regularly and will be updated every three years. This plan complements our Equalities Policy, Disability Equality Scheme, inclusion Policy, Equal Opportunities, and Administration of medicines, Safeguarding and Child protection Policies.

PRIORITY TARGET	ACHIEVEABLE CRITERIA	COST/BUDGET	RESPONSIBILITY	TIMESCALE	
Ensure all pupils have the same opportunity to participate fully in the school curriculum	Awareness of individual pupil needs.	School Budget/Pupil Premium	All Staff	Ongoing	
	Removing barriers to enable pupils to access learning.	School Budget/Pupil Premium	All Staff	Ongoing	
	Creation of an after school and breakfast club	School Budget/Pupil Premium	SMT	As needed	
	Effective use of resources relevant to their learning.	School Budget/Pupil Premium	All Staff	Ongoing	
	Planning relevant to the needs of individual pupils and where lessons address individual needs.		School Budget/Pupil Premium	All Staff	Ongoing
				All Staff	Ongoing
	Monitoring of all pupils to ensure they achieve the best possible progress.		All Staff	As needed	
	All pupils have access to visits regardless of attainment or needs.		All Staff	As needed	

Improving the physical environment of the school.	<p>Creating and resourcing a new Library/intervention rooms</p> <p>Improving outdoor activities.</p> <p>Improving outdoor space</p> <p>Increase extra -curricular activities</p>	<p>School Budget/Foyle Foundation</p> <p>Sports Funding/School Budget</p> <p>Sport Funding/School Budget</p> <p>Sports Funding/ Pupil Premium/School budget</p>	<p>HT/SBM/Lit Co-ordinator</p> <p>HT/Sports Coordinator/SBM</p> <p>HT/Sports Coordinator/SBM</p> <p>HT/Sports Coordinator/SBM</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
	Ensure ease of access to all pupils, staff and visitors	DFC/School Budget	Governors/HT/SBM/DDA Compliance Information	As needed

Improving the clarity of school information for all pupils, parents, stakeholders and visitors	Ensuring written information is in a clear format relevant to needs of everyone.	Photocopying costs Staff time/Website Provider costs. Text messaging service	All staff	Ongoing

**Curriculum -This includes teaching and learning and the wider community of the school including extra-curricular activities, educational visits.**

Improving the quality of teaching and learning lies at the heart of the school's work. Through self-evaluation and continued professional development, school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value that all children are able to participate fully in the broader life of the school. All children have opportunities to join age relevant extra-curricular activities beyond and during the school day. All children are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other adults involved with children who may have special requirements and from Health & Safety officers.

**Improving access to the physical environment of the school** - This includes improvements to the physical environment of the school and the physical aids to access education. The physical environment of the school has differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.

Governors will consider the school's delegated budget and devolved capital to meet specific need, adhering to best value principles. It may also be necessary to attempt to access further funding from School Access Initiative funding or the 'Access to work' programme for major rebuilding and alteration work.

**Jan 2022**