



Accessibility Plan

Vision

Our children will receive high quality, purposeful education in an inclusive environment, where they will thrive and become resilient learners.

St Mark's is an inclusive school.

At St Mark's we aim to:

- Foster confidence and independence in the children within a stimulating, secure and happy environment;
- Provide high quality learning opportunities which allow the development of the children's full intellectual, physical, spiritual and emotional potential;
- Encourage children to become co-operative and willing members of society, fostering positive social attitudes and being responsible members of, and positive contributors to, the world in which we live;
- Develop in all members of the school community, self-esteem, a sense of mutual respect and sensitivity to the needs of others;
- Recognise and value the contributions that parents, carers, governors and other members of the community can make;
- Endeavour to encourage parents to understand the aims and objectives of the school and to support us in attaining these;
- Work in partnership with parents and outside agencies to provide a high quality education with equal opportunities for all;
- Support the personal and professional development of all the staff;
- Promote a higher level of intellectual debate between staff in developing and reflecting a common philosophy;
- Create an atmosphere where all staff are valued and appreciated.

Vision and Principles

- We aim to recognise individuality and the challenge of diversity within a context of developing responses which promote a greater mutual understanding, equal opportunity and breaking down of barriers to participation.
- We aim to provide appropriate support to pupils in various 'at risk' groups such as looked after children, travellers, children with physical limitations (temporary or long term) and parents who may need help, support or guidance.
- We comply with the new SEN Code of Practice, seeking to ensure that children with additional needs as well as those with particular educational special needs are educated alongside their mainstream peers.

Pupils with Disabilities

- The DfES guidance 'Accessible Schools' places a duty on schools to plan to increase the accessibility of schools to disabled pupils. The duty came in to force in September 2002.
- The new SEND Code of Practice came into force in September 2014 (see SEN and Inclusion Policy).
- The school recognises that it is unacceptable to treat a disabled person less favourably for a reason relating to their disability and it is unlawful to discriminate against disabled pupils or those assisting them.

Our Accessibility Plan has three strands:

- To ensure optimum access to the physical environment
- To ensure optimum access to the curriculum and learning for disabled pupils
- To ensure effective and timely communication of information to parents/carers and pupils with difficulties.

Accessibility Action Plan

	Activity Where do we want to make progress?	Action What are we going to do?	By When?	Review in 2020	How will we have made progress?
Physical Environment	Environment Access Initiative Ground floor is fully accessible to all including wheel chair users if necessary. Access to hall entrance/reception of school Access to boys and girls toilets for children in classrooms at the front of the school Upper floor accessibility Parking for disabled visitors or staff members	- Lift in new building. -Stair lift on ground floor stairs - Accessible toilets - markings at edge of steps for partially sighted. Access to the new hall will be internally via the ground floor corridor or the stair lift. The new building has a lift and is compliant with the DDA regulations. The new reception/ entrance has an external ramp The scheme will meet the following requirements: There is disabled refuge space with sufficient width and length near the lift Colour Schemes – Interior colour schemes are contrasting to assist persons of impaired vision. Please see Design – Access statement for further information. Boys and girls toilets are available outside the school reception and at the bottom of the corridor Any child with a significant physical disability who is unable to access the upper floor, will have their class based in a classroom accessible to them. Disabled parking space available	2017 2017	In place and in working order In place and in working order Lifts available to children who need access to upper floors	The school will be accessible to all.
Access to the curriculum and	Awareness of disability issues	Induction of new staff Meeting with SENDCO	Ongoing	On going	Evaluations of training are

learning	amongst all school staff Regular evaluation of curriculum content to promote positive images of disabled adults and children	Transition meetings Developing PSHCE curriculum			positive. Governors understand their roles/responsibilities Feedback from parents and children with disabilities is positive
	<u>Learning</u> Inclusive work schemes	Agencies working with children with barriers to lead inset for staff. e.g., Ealing Counselling Service, Speech and Language, Makaton training, autism, asthma, diabetes Personalised curriculum Nurture groups	Ongoing 2019-2020		Teachers and other staff are confident and competent when working with children and adults who may have additional needs. Feedback from children with additional needs and their parents shows that they feel appropriately supported in school.
	<u>Aids and Equipment</u>	Inclusion Leader/SENDSCO uses provision mapping and analysis of need to ensure that school has resources that are appropriate to the needs of our cohort/community.	Ongoing This may change as the cohort/community changes over time.		All teachers can access aids and equipment as appropriate.
	<u>Curriculum Materials including ICT</u> Hardware and software	Purchase appropriate materials Touch typing programme is now accessible to children with Specific Learning Difficulties and poor fine motor control. Colourful Semantics Teachers and TAs have been trained to deliver OT programmes	Annual audit of need to be carried out by Inclusion Leader/SEN	.	All teachers can access aids and equipment as appropriate. Advice by outside agencies is followed with training and additional

			DCO in collaborati on with the ICT Leader.		materials so that all children's specific needs are being met.
Important communication of information to parents/carers	Keeping parents/carers up to date with new information and changes in legislation around SEND. Ensuring that the information is accessible and clear.	Info / Literature sent to parents Parental presence at SEND review meeting SEND coffee mornings run on a regular basis Termly review meeting with parent, teacher and SENDCo	Ongoing		Feedback from parents shows that they feel adequately informed about SEND issues, processes, and what support is available.

This policy has been approved by the Governing Body. It will be reviewed every 4 years.

Chair of Governors: David Bone

Date April 2021

Review Date: April 2025