

# ST. MARY'S SCHOOL, HAMPSTEAD

## ACCESSIBILITY PLAN

Also See **DISABILITY** and **SENDA**



Original: 2007-  
Revised by: Angela Rawlinson (Headteacher) – August 2010/11  
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### Accessibility Plan

Admissions:  
ASPECT 1: Admission

(From audit)

Admissions Target  
To meet the statutory requirements with regard to Disability.

Resources

- Audit the school literature with regard to admissions and make any necessary amendments
- prospective parents complete form with regard to disability.
- Annually review Disability policy for the school.

Governors

- Agree cost of time needed to audit the current school literature.
- Agree form and agree cost of producing this.
- Agree policy and set up a disability Committee to review all school documentation annually

SMT

- Annually review documents and policies and ensure they reflect practice across the school.

Roles and responsibilities

Subject co-ordinators

- Ensure that subject policies, schemes of work and curriculum coverage reflects the Disability policy in the school.

Key Stage groups

- To monitor all children in classes to ensure that any with disabilities are given full access to the curriculum.

Parents

Prospective parents to familiarise themselves with school admissions literature.

Adjustments that the school may make:

Mention of the disability policy at initial parent consultation meetings  
Use of aids in exams – large print, keyboard, extended time

Adjustments that the school cannot make:

The nature of the building and/or the set up of classrooms cannot be altered

ASPECT 2: Physical layout of the school

(From audit) Target	Resources	Governors	SMT	Roles and responsibilities		Parents
				Subject co-ordinators	Key Stage groups	
To meet the statutory requirements with regard to Disability.	<ul style="list-style-type: none"> <li>Audit the school buildings to look at suitability for children and staff with disabilities.</li> <li>Ensure that any adjustments that are possible to make to the building are made.</li> <li>Ensure that in any new building work carried out at the school that the necessary provision is made.</li> </ul>	<ul style="list-style-type: none"> <li>Agree cost of time needed to audit the current school buildings.</li> <li>Agree to cover the cost of necessary adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>Record and action any necessary and possible adjustments to the school building.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that subject policies, schemes of work and curriculum coverage reflect the Disability policy in the school.</li> <li>Ensure that where possible resources are able to be used in all areas around the school.</li> </ul>	<ul style="list-style-type: none"> <li>To monitor all children in classes to ensure that any with disabilities are given full access to the curriculum.</li> </ul>	Prospective parents to familiarise themselves with school building so that they are aware of the difficulties with regard to the school catering for children with disabilities.
Adjustments that the school may make:	Enlarged print available for signs Colour of signage around the school Appropriate seating for disabled child Appropriate toileting arrangements					
Adjustments that the school cannot make:	Ramps and other physical alterations to the building– unable to install due to the nature of the building					

**Accessibility Plan**

ASPECT 3 : Welfare

(From audit)  
Welfare Target  
To meet the statutory requirements with regard to Disability.

	Roles and responsibilities					
	Resources	Governors	SMT	Subject co-ordinators	Key Stage groups	Parents
	<ul style="list-style-type: none"> <li>Audit the school literature with regard to bullying, non-integration and make any necessary amendments</li> </ul>	<ul style="list-style-type: none"> <li>Agree cost of time needed to audit the current school literature.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure policies and documentation reflect practice across the school.</li> <li>Fully brief all staff on school complaints procedure.</li> <li>"Buddies" in the playground and around school act as mentors for children.</li> <li>School council involvement</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that subject policies, schemes of work and curriculum coverage reflects the Disability policy in the school.</li> </ul>	<ul style="list-style-type: none"> <li>To monitor all children in classes to ensure that any with disabilities are given full access to the curriculum.</li> </ul>	<p>Prospective parents to familiarise themselves with school literature and policies with regard to welfare.</p>

**Accessibility Plan**

ASPECT 4 : Education

(From audit)

Education Target  
To meet the statutory requirements with regard to Disability.

Resources

- Audit the school environment to see if any changes could be made
- Ensure adequate supplies of resources to deal with disabilities such as dyslexia, dyspraxia, etc

Governors

- Agree cost of time needed to audit the current school environment

SMT

- Ensure that SEN dept are fully skilled to deal with the current disabilities at school.
- Monitor the provision for these children through lesson observations , regular meetings, reports

Roles and responsibilities

Subject co-ordinators

- Ensure that subject policies, schemes of work and curriculum coverage reflects the Disability policy in the school.
- Ensure regular meetings take place with parents of children with disabilities
- Full staff training to ensure that all are aware of children with disabilities and how to cope with this on a day to day basis.

Key Stage groups

- To monitor all children in classes to ensure that any with disabilities are given full access to the curriculum.

Parents

Prospective parents to familiarise themselves with school Special Needs Department.

Adjustments the school may make:

Large print on all documents where necessary  
Use of keyboards where appropriate

Adjustments the school cannot make:

Movement of specialist lessons and subjects from the designated room

**Accessibility Plan**

ASPECT 5: Recreational activities/ Sporting education

(From audit) Target	Resources	Governors	SMT	Roles and responsibilities		Parents
				Subject co-ordinators	Key Stage groups	
To meet the statutory requirements with regard to Disability.	<ul style="list-style-type: none"> <li>Audit the school with regard to recreational activities and make any necessary amendments</li> <li>Devise a statement for disabled children and staff's involvement in recreational activities.</li> </ul>	<ul style="list-style-type: none"> <li>Agree cost of time needed to audit the current school information.</li> </ul>	<ul style="list-style-type: none"> <li>Read draft documents, policies and statements to ensure they reflect practice across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that subject policies, schemes of work and curriculum coverage reflects the Disability policy in the school.</li> <li>Ensure that risk assessments are carried out for all recreational activities and that these cover the possibility of a disabled child or adult partaking in these.</li> </ul>	<ul style="list-style-type: none"> <li>To monitor all children in classes to ensure that any with disabilities are given full access to the curriculum.</li> </ul>	Prospective parents to familiarise themselves with school statement on recreational activities .
Adjustments the school may make:	Disabled children may take part in recreational activities but must be accompanied by a parent/carer or trained adult with specific responsibility for them only.					
Adjustments the school cannot make:	School cannot and will not take responsibility for administering medication to children unless a letter has been given to the school by the parent.					