

Accessibility Plan 2020-2021

Ethos and aims

St Mary's School Hampstead ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. .

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

How the plan is constructed

The School has a disability policy review committee which consists of Harriet Connor-Earl (Headmistress), Sara Gibbins (Bursar), Philippa d'Aquino (Deputy Head) and Joel Futerman (SENDCO) and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEND policy

4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's disability policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

Aim 1: Parents to be aware of school admissions policy for those children who have a disability, medical or other access needs.

Targets	strategies	Timescale	Responsibilities	Success Criteria
Admissions; Parents to be aware of admissions policy.	Audit the school literature with regard to admissions and make any necessary amendments	On going	Governors/SLT/SENDCO	Prospective parents are aware of school admissions literature.
Mention the Equal opportunities Policy at initial parent consultation meetings	Update Equal Opportunities policy for the school.	On going	Governors/SLT/SENDCO	Prospective parents are aware of Equal opportunities policy
School to be aware of any needs of the child	New Parental Agreement	On going	Governors/SLT/SENDCO	Parents to declare any medical issues relating to their child of which the school should be made aware.

Aim 2: To increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Ongoing as need arises	HT & Deputy/DOS/SENDCO /Head of Early Years	Provision set in place ready for when the children start school
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT,SMT & Governors, Leaders of Learning	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	Ongoing	SLT,SMT and all teaching staff	Clear collaborative working approaches through regular meetings, IEP reviews, IHCP reviews and action planning
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT/SENDCo, all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning

Aim 3: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical school environment	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings. Adjustments that the school cannot make: The nature of the building and/or the set up of classrooms cannot be altered	Ongoing	Governors, SLT, SENDCO, Premises Manager and governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	Governors, SLT, SMT, SENCO, all teaching staff and site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

	Monitor all children in classes to ensure that any with disabilities are given full access to the curriculum			
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Aim. 4 Improve the delivery of information to pupils, staff .parents/carers and other members of the school community.

	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing	Ongoing	SLT, teachers, admin team and SENCO	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.