

St Mark's C E Primary School

Accessibility Plan 2017 -2020

'a family working and growing together to reach our potential'

St Mark's CE Primary is a larger than average size primary school with 416 pupils on roll (December 2017). It is a two form entry school up to Year 5 and will be throughout by 2018-19. In the last 3 years the school has been subject to major renovation work. This work has included:

- The complete renovation of two stairwells leading up to UKS2
- Roofing repairs and refurbishments to the main building around the quad area
- New windows in the school hall and UKS2 classroom (Spring 2018)
- The installation of physical activity apparatus including an outdoor gym, traversing wall and adventure trail
- A 'Celebration Garden' situated near to the entrance to the quad area.
- A MUGA (multi use games area) at the side of the KS2 playground

Overall aim

The purpose of this plan is to show how St Mark's Church of England Primary School works to ensure the accessibility of our school for all pupils, staff, parents, governors and visitors. This includes accessibility to:

- The physical environment
- The curriculum and learning
- Information sharing

Improving access to the physical environment of the school

Our school is continuing to grow and develop as pupils numbers increase towards capacity by September 2018.

Currently, the school site comprises of:

- Four buildings; main building (on two levels), nursery, LKS2 building, community use building
- Four playgrounds (Nursery, Reception, KS1 and KS2)
- Sports field
- A multi use games area
- An outdoor gym
- A celebration garden
- Car park

Access to the school site is via Aviary Road or the smaller, Church Lane. There is an advised one way road system at the beginning and end of the school day to help maintain a steady flow of traffic and reduce the risk of accidents. The Church car park is also available for use each day. The school works with parents and carers, community users and local residents to consider accessibility to the school site for normal school days, for out of school activities such as PTA and Church events, and after school activities.

The school site can be accessed by two pedestrian gates and one vehicular access gate. Within the grounds there are a further three pedestrian gates and two vehicular access gates. All gates are fully accessible. Accessible footpaths lead from the gates to all buildings. The school grounds are fully accessible for all with hand rails fitted to ramps.

Buildings

All buildings comply with H&S regulations and have emergency lighting and evacuation procedures in place.

Toilets

There are two disabled toilets situated in the main building and one in the LKS2 building.

Ground floor rooms

All ground floor rooms are fully accessible externally and internally.

Main building upper level rooms

The four upper level rooms are interconnecting but inaccessible for disabled use.

Main building internal doors

All fire doors are fitted with self closers.

Main building school hall

Access to the school hall is via three separate internal double doors all with ramped access.

Car Parking

The school currently has 2 disabled parking spaces situated directly outside the main office.

Actions Required 2017-20

Action	By Whom	Time Scale	Success Criteria
Continue to carry out routine checks to ensure all exterior and interior access routes are free from obstruction.	Site manager H&S governor (WM) HT SBM	On going	All pupils, staff, parents and carers and visitors have full access to all areas of the school site
Maintain safe access for visually impaired people by checking yellow strips or black/yellow hazard tape on step edges are clear and lighting is at the correct intensity	Site manager HT	On going	Visually impaired people feel safe in the school grounds
To fund work to develop lift access to UKS2	HT SBM Buildings committee	Academic year 2019-20	Wheelchair access to UKS2

Improving access to the curriculum

Improving teaching and learning lies at the heart of the school's work. Through school self evaluation and Continuous Professional Development, we aim to meet every child's needs within an inclusive curriculum. It is a core value of the school that all pupils are able to participate fully in the broader life of the school.

"The school has a strong commitment to equality of opportunity. Those pupils who have special educational needs receive additional adult support in classes and within small groups to help them with their learning. This has helped them to perform better in English and mathematics than similar pupils nationally."

Ofsted 2013

In considering accessibility to the curriculum, the school evaluates its capacity to:

- Delivery the statutory curriculum for all pupils
- Provide for discrete subjects within the curriculum
- Provide extra- curricular activities
- Include the special educational, medical and disability needs of pupils

Actions Required 2017-20

Action	By Whom	Time Scale	Success Criteria
Teachers and support staff to continue to use, <i>and receive training in</i> , a range of inclusive strategies so as to enable the most effective differentiation for all pupils	HT/SLT SENCO Teachers/TAs	On going	Monitoring of T+L and pupil voice indicate that inclusion is paramount and impacts on standards for all.
Ensure all staff CPD training meets pupil's physical needs	External agencies	On going	Multi agencies support staff in their CPD e:g Anaphylactic shock, Diabetes training, Team teaching training
In continually developing the curriculum, ensure that activities are accessible for all and supported with appropriate	HT Middle leaders SBM	On going	All pupils have full access to the curriculum through Visual /Audio/ Kinesthetic learning aids

resources			
Ensure venues and means of transport for educational trips and visits are vetted for suitability	EVC Co-ordinator (LM) Teachers	Ongoing	All pupils are able to access all school trips and take part in a range of activities

Further developing information sharing

The school uses a range of methods to share information within its community:

Information for pupils

- Written marking comments and directions in books and on screen
- Verbal instructions, teaching and feedback
- Reward certificates , stickers etc
- Wall displays, written and pictorial
- Discussions, question and answer activities

Information for parents and carers

- Signage around the school site
- Weekly Newsletters
- Emails
- School website/Twitter
- Policies and guidance (via the website and paper copies if requested)
- Pupil progress meetings in Autumn and Spring
- End of year academic reports
- Termly SEN review meetings (IEP)
- Reading/Writing/Maths workshops

Information for community partners

- Community use contracts
- School diary information
- School policies and guidance (via the website and paper copies if requested)

As the school's cliental expands and becomes more diverse, it is important for the school to accommodate a great variety of needs in order to provide inclusivity.

Actions Required 2017-20

Action	By Whom	Time Scale	Success Criteria
<p>Further develop existing provision to support pupils with a range of learning difficulties (SEN/EAL) and parents with social and emotional issues</p> <p>Consult with parents, carers about the quality of information sharing they access</p>	<p>SENCO, Ed Psychologist</p> <p>Teachers, HT</p> <p>EMTAS</p> <p>0-25 West Locality (AT)</p> <p>HT</p> <p>School Administrator</p>	<p>On going</p> <p>Annual questionnaire (Autumn)</p>	<p>People who have dyslexia are able to access written information</p> <p>Key information sharing including national curriculum, upcoming diary dates and PTA/Parent Council updates are known by all the school community through a range of approaches</p>

To be submitted for approval by the Buildings Governing Body Committee-

16/01/18