

**Astbury St Mary's Primary School**  
**Accessibility Plan 2022-2025**  
**TBC Approved 1.12.22**

At Astbury St Mary's we want all children to be given a foundation to flourish and live fruitful lives. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

**Purpose of Plan**

This plan shows how Astbury St Mary's CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

**Definition of disability**

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

**Areas of planning responsibilities**

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

**Contextual Information**

Astbury St Mary's CE Primary School has been in its current location since 1852. The original Victorian building houses three classrooms, the hall and a kitchen area. Two extensions in the 1990s added two more classrooms, a new staff room, head teacher's office and administration office. Situated on the first floor we have a library, and two loft areas used as extra teaching and staff planning areas. Access to the first floor areas is by stairs only.

In 2014 we completed renovations of our old KS2 toilet area. This now provides a toilet area for all KS2 children, an occupational therapy room, a study room and a disabled toilet with wet room facility. The therapy room and the disabled toilet also have specialist lifting equipment.

Access to all ground floor areas is via doors or a ramp, with the exception of one class which has a small step out into the outdoor area. Access to the school field is via a mulchbond rubber pathway and our visits to church are accessible to wheelchair users via a ramp.

**Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities. We have a small number of pupils and parents who have a hearing impairment.

**Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
To provide above and beyond QFT to improve access to curriculum for all	Provision maps to show strategies and intervention above QFT in SEN / EHCP discussions	On-going and as required	SENDSCO	Provision beyond QFT to increase pupil participation and progress
All educational visits to be accessible to all including residential visits.	Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	PE lessons planned to include disabled pupils and SEND pupils on an individual basis as appropriate	As required	PE co-ordinator	All to have access to PE and be able to excel
Broad curriculum to include sign language as appropriate in classes	Teach sign language as appropriate	As required	Class teachers	Children learning to communicate in sign language
Develop a school environment that supports recommendations from BSL	Following staff training, implement strategies learnt	On-going	Class teachers	Improved learning environment

### Improving access to the physical environment of the school

Astbury St Mary's School is continuing to grow and develop. In all new building work, access for disabled users is included.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors when  a) planning all new building work b) and planning school events.	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Building consultant and g'nors	Access for all
	Be aware of pupil, staff, governor and parent access needs and meet as appropriate	As required	SENDSCO	SEND plans in place for disabled pupils and all staff aware of pupils needs
	Through questions and discussions find out the access needs of parents/carers through newsletter	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Consider access needs during	Recruitment process	Headteacher	Parents have full access to all school

	recruitment process Ensure staff aware of Environment Access Standard		Headteacher	activities Access issues do not influence recruitment and retention issues
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### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's IT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENDCo	Staff produce their own information
Annual review information to be as accessible as possible using the Cheshire East toolkit for all discussions and documents.	Use Cheshire East annual review formats	On-going	SENDCo	All SEND paperwork completed on CE toolkit
Languages other than English to be visible in school	Some welcome signs to be multi-lingual as required	2023	SENDCo	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required currently being provided for parent / pupil	SENDCo	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.	2022	Office	All can access information about the school