



St Martha's

Accessibility Plan

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Statement of intent

“There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus”. Galatians 3:28

This plan outlines the proposals of the governing body of St. Martha’s School to increase access to education for students and pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students and pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which students and pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to students and pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

We are committed to providing a fully accessible environment which values and includes all students, pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of students/pupils
- Employees
- Governors
- External partners

Signed by: Headmaster

Date:

Chair of Governors

Date:

Next review date:

Planning Duty 1

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum Whole staff INSET; EAL; Assessment without levels review	Headmaster / Teachers / Head of Learning Support	Reviewed September 2016; Ongoing	Management and teaching staff are aware of the accessibility gaps to the curriculum.	Trinity 2017
	Staff members do not have the skills to support students/pupils with SEND	INSET provided to staff members; Southover Partnership; EHCP reviews	Headmaster / External advisors / Head of Learning Support	Reviewed September 2016; Ongoing	Staff members have the skills to support students/pupils with SEND.	Trinity 2017
Medium term	School trips do not take into account students/pupils with SEN and disabilities	Needs of students/pupils with SEND incorporated into planning process.	Teachers / Head of Learning Support	Reviewed September 2016; Ongoing	Planning of school trips takes into account students/pupils with disabilities. Minibus with disabled access	Trinity 2017
Long term	Students/pupils with SEND cannot access lessons.	-Provide tablets and/or laptops to students/pupils with SEND -Review and implement a preferred layout of furniture and equipment to support the learning process in	Headmaster / ICT Manager / Head of Learning Support	Ongoing	Students/Pupils with SEND can access lessons.	Trinity 2017

		individual class bases Relocate lessons if appropriate				
	Training for Awareness Raising of Disability Issues	Provide training for governors, staff, students/pupils and parents Discuss perception of issues with staff to determine the current status of school	Headmaster / Teachers / Head of Learning Support	Reviewed September 2016; training need identified; to contact Southover Ongoing	Society will benefit by a more inclusive school and social environment	Lent 2017

Planning Duty 2

Governing bodies should undertake an audit of the extent in which students/pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible.	Audit of physical environment.	Bursar/Site manager	Reviewed September 2016; Ongoing	School is aware of accessibility gaps to its physical environment; Ramp fitted; -Bethany Area: White Door Threshold - Narrow drama door; -Dividing door between music and drama to be cleared	June 2017
Medium term	Learning environment of students/pupils with visual impairment is not accessible.	Incorporation of appropriate colour schemes.	Bursar/Site Manager	Reviewed September 2016; Ongoing	Learning environment is accessible to students/pupils with visual impairments; Mind the steps signs to be placed in F&N room; Review handrail colour coding in Science and Bethany blocks	June 2017

	Toilets are not accessible.	Handrails to be installed; disabled access in toilets to be reviewed	Bursar/Site Manager		Access to toilets is increased.	June 2017
Long term	Students/pupils with physical disabilities cannot access areas within the school buildings: Art Corridor: 4 sets of step edges -Old House: 2 sets of narrow stairs; Arch by chapel and stairs	Alternative routes to be identified; Lessons to be relocated as appropriate	Bursar/Site Manager/timetabler	Reviewed September 2016; Ongoing	School buildings are fully accessible.	June 2017

Planning Duty 3

Governing bodies should undertake an audit of the extent in which students/pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff does not know whether school information is accessible or not.	Audit of information delivery procedures.	Head of Learning Support/ ICT Manager/marketing and admissions	Reviewed September 2016; Ongoing	School is aware of accessibility gaps to its information delivery procedures; introduction of Shared K drive	June 2017
	School does not know how to make written information accessible.	School seeks advice from external advisors.	Head of Learning Support//marketing and admissions	Reviewed September 2016; Ongoing	School is converting written information into alternative formats	June 2017
Medium term	Written information is not accessible to students/ pupils with visual impairments	Get advice on alternative formats and use of IT software to produce customized materials; BOYD policy	Head of Learning Support / ICT Manager	Reviewed September 2016; Ongoing	Written information is fully accessible to students/pupils with visual impairments; Use of own device in the classroom to aid learning	June 2017

	Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses; new staff induction	Headmaster/teachers/ Head of Learning Support	Reviewed September 2016; Ongoing	School is more effective at meeting the needs of students and pupils	June 2017
Long term	School website is not accessible to students/pupils with SEND.	Continue to work with website provider-needs identified and addressed	ICT Manager/marketing/admissions /inclusion	Reviewed September 2016; Ongoing	Website is fully accessible.	June 2017



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Adopted

30/09/2013

Signed by

_____ **Headmaster**

_____ **Chair of Governors**

Date: _____

Date: _____

Next review date: 30/06/2017