



St Mary's Academy Trust

Accessibility Strategy

Date agreed: July 2023

Date to be reviewed July 2026

St Marys Academy Trust Accessibility Strategy

Vision and Values

Through our Christian faith and values, we will work together as pupils, staff, parents, carers, governors, and wider community, including those with a disability to engage in learning of the highest quality.

By investing in all members of our community and providing a challenging, nurturing, and inspirational environment we strive to ensure equal opportunities amongst all where everyone can succeed.

In a safe and happy school, we will encourage children to value others and sow the seeds for them to become the good citizens of tomorrow.

In terms of access, St Mary's Academies Trust aims to:

- Improve the quality of leadership and management.
- Improve the quality of teaching and learning (including behavior and safety of pupils).
- Improve the achievement of pupils and children.

Accessibility Strategy

This statement sets out the ways in which St Mary's Academy Trust provides access to education for pupils with a disability.

A person has a disability if:

- they have a physical or mental impairment.
- the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010).
- in the Equality Act (2010) 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

St Mary's Academy Trust's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010).

Accessibility is addressed under the following headings:

- Access to Buildings and Classrooms
- Curriculum Access (including examinations)
- Information for Pupils and Parents
- Admissions

The Trustees (The Trust) support the Equality Act (2010); Disability Responsibilities related to the Children & Families Act (2014); Special Educational Needs and Disability Regulations (2014). The Trust is therefore committed to the principle of all children having equal rights of access (if this can reasonably be provided). The Trust will review access to the physical environment of all its academies for pupils with disabilities.

Evacuation Procedures

Each school will adapt its evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the pupil and parents/carers and will be in the pupil's Special Educational Needs (SEN) file. Pupils who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for pupils with additional needs/disabilities.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Pupils, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the academy, transition within the academy or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

Furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. The academy will assess a pupil's need for support and assessment access arrangements. This will include both internal assessment procedures and external assessment and approval. Equal access to the curriculum is provided by quality first teaching in the classroom.

Pupils at our academies have always been able to participate fully in the wide range of extra-curricular activities offered consistent with the limitations imposed of any disability. This has included:

- Outdoor Education
- Sports and PE
- Drama and Performing Arts Productions
- Music
- After School and Holiday Clubs and activities

The unsuitability of any event and the need for additional support can be discussed fully with the parents in advance.

Information for Parents and Pupils

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEN(D) Policy). Large print format materials can be made available.

If either pupil or parents have difficulty accessing information normally provided in writing by the academy as worksheets, homework, or newsletters then the academy will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility.

- Admissions Policy
- SEND Policy
- Equality and Diversity Policy