



Disability, and Accessibility Policy and Plan 2024-25

"Excellence with Compassion"

Purpose of Policy

This document is a statement of the aims, principles and strategies for the teaching and learning of children with disabilities at St Mary's Bryanston Square CE Primary School.

Context of Policy

In the context of this policy, "student with a disability" means a pupil with a permanent or temporary disability that:

Is attributable to a medical condition (e.g. epilepsy, asthma), a psychiatric condition, sensory, physical, cognitive or learning impairment (e.g. dyslexia) or a combination of such impairments, resulting in a reduced ability to access educational services provided by the school and a need for support services to overcome barriers.

Aims and principles

St Mary's Bryanston Square CE School policy and practice is to comply with the Disability Discrimination Act, the Department for Education (DfE) guidance for schools on the Equality Act 2010 and schedule 10 of the Equality Act. This ensures that no otherwise qualified individual with a disability shall be denied access to or participation in the services and activities of the school. The school will make reasonable adjustments to support pupils in their learning environment and remove or reduce barriers which prevent pupils with a disability, from successful participation in all aspects of school life. The school aims to ensure that disabled persons are not prejudiced or discriminated against on account of their disability and that they enjoy the same opportunities and privileges as other members of the school community.

At St Mary's we will endeavor to provide appropriate and effective learning for all pupils by:

- Endeavouring where possible to remove any physical access barriers to ensure that the school is as accessible as possible for students, staff and visitors with disabilities in line with the Equalities Act (2010)
- Seeking to foster positive attitudes amongst pupils and staff towards people with disabilities
- Encouraging the development and implementation of procedures to address the requirements of pupils and staff with disabilities across the school and to operate within the disability framework
- Setting suitable learning challenges that aim to give every pupil the opportunity to experience success and achieve as high a standard as possible.
- Responding to pupils' diverse needs ensuring that the contribution of all pupils is valued and that all staff are aware of the requirements of the equal opportunities legislation.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Education

- Staff will be made aware of pupils with disability or SEN by the SENDCo on a continuous basis.
- Staff will be advised on strategies to make reasonable adjustments within the classroom so as not to place disabled pupils at a disadvantage in accessing the curriculum.
- Staff will adapt their teaching to the learning patterns of disabled pupils according to their needs.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the wellbeing, learning and progress of other pupils, nor their health & safety.
- The school will continue to provide equal access to all activities for disabled pupils, within the constraints of the physical nature of the school. Individual risk assessments and management strategies will be provided for pupils who engage on school visits or trips.

Monitoring of Policy

This practice highlighted in this policy, will be monitored by the SENCo who will feed back to the Senior Team and Governing Body annually or when a need arises.

Accessibility strategies

These plan for:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of our school to increase the extent to which disabled pupils can take advantage of education and associated services.
 - Improving the delivery to disabled pupils of written information, which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of the views expressed by the pupils, their parents, or other relevant interested parties about their preferred means of communication.
 - Improving accessibility to the physical environment of our School for parents /guardians/ carers and all visitors.
 - Incorporating training for all staff as a core strategy for ensuring accessibility.
 - Improving the delivery to disabled parents/guardians / carers and other members of the community of written information which is provided to those who are not disabled. This should be done within a reasonable period of time and in formats that take account of the views expressed by the relevant parties about their preferred means of communication.

Area: Curriculum Access

Target	Strategy	Person Responsible	Success Criteria	Timescale
Curriculum Access Increase access to the curriculum for pupils with a disability	• Provide a differentiated curriculum for all pupils. • Use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs.	SLT SENDCo All staff	• Evidence of a range of strategies in use to ensure that all pupils have access to teaching and learning. • Curriculum is broad and balanced. All learners access the curriculum. • Needs of all learners met within reasonable adjustments	Ongoing

St Mary's Bryanston Square School – Disability and Accessibility Policy and Plan 2025

	The curriculum is reviewed to ensure it meets the needs of all pupils.		Children on the SEND register make good rates of progress.	
Curriculum Access Ensure that all extracurricular activities and school trips are accessible for children (and staff) with disabilities.	- Thorough planning. - Advance visits. - Risk assessments. - Disability provision to be identified on risk assessment visit. - Monitor extra-curricular activities on offer and analyse the uptake of extra-curricular activities by children on the SEND register.	SLT SENDCo All staff	- School trips & residential visits are accessible for all pupils. - Risk assessments to show adaptations for children with disabilities. - All children will be able to access the learning opportunity.	Ongoing
Attitudes Promote positive attitudes to disability - disability equality	- PSHE curriculum to effectively develop awareness of disability. - Ensure there is a focus on equality and disability in line with school values.	SLT SENDCo All staff	Improved pupil knowledge of disability.	Ongoing
Curriculum Access Organise training for staff to refresh and increase knowledge of inclusive education and related government initiatives and requirements	- SENDCo and SLT construct a plan for a programme of INSET. - Sharing good practice 'the Partnership Model' with other schools. - Review of policy and practice - Whole school focus on the 'core values. - Ensure all staff are aware of children who have disabilities within the group they are supporting.	SLT SENDCo	- Training takes place regularly and is attended by staff leading to an increased understanding of inclusive education and ongoing dialogue amongst the staff for strategies to enable inclusive education. - Teaching and learning experiences become more inclusive for all pupils.	Ongoing Scheduled into Termly Planner.

St Mary's Bryanston Square School – Disability and Accessibility Policy and Plan 2025

			All staff are aware of the needs of the pupils they are teaching and how best to meet these.	
Curriculum Access Develop inclusive quality first teaching	SEND team to provide information for teachers on differentiation and personalising the curriculum for pupils with additional needs. - Lesson observations and monitoring of teaching and learning to focus on effectiveness of inclusion strategies throughout the school - Review peer support arrangements such as buddying, mentoring or a 'circle of friends' - Whole staff focus: - on question strategies - Scaffolding Learning strategies - Assessment for Learning	SLT SENDCo All staff	- Evidence of a range of strategies in use to ensure that all pupils have access to teaching and learning. - Increased access to the curriculum. - Needs of all learners met within reasonable adjustments. - Lesson observations show that all pupils make progress.	Ongoing
Curriculum Access Meet the needs of children on the Autistic Spectrum.	- To provide /arrange INSET for staff on a rolling programme. - To liaise with teacher for children with a diagnosis of ASD. - To include Autism Awareness Week.	SENDCo	Teachers/ LSA using strategies given in the classroom. Using research from the EEF for guidance for children with SEND in a mainstream setting.	Scheduled on Termly Planner
Curriculum Access Meet the needs of children with Downs Syndrome.	- To provide /arrange INSET for staff on a rolling programme. - To liaise with SaLT, OT and other support services.	SENDCo	Teachers/ LSA using strategies given in the classroom. Using research from the EEF for guidance for children with SEND in a mainstream setting.	Scheduled on Termly Planner

Area: Physical Access

Target	Strategy	Person Responsible	Success Criteria	Timescale
Physical Access Improve and maintain access to the physical environment.	- The environment is adapted to the needs of pupils as required. This includes: - o Ramps - o Elevators - o Corridor width - o Accessible toilets and changing facilities - Health and Safety site checks led by Site Manager take place regularly. - Care plans/Education Health and Care Plans are put into place to ensure adaptations are implemented.	SLT Site Team	The site is accessible for all.	Ongoing Review Termly
Physical Access To remove barriers to the physical environment for children with hearing, visual or multi-sensory impairments.	- To liaise closely with the Westminster Outreach specialist teachers for children with hearing/visual/multi-sensory impairments to ensure that specific and appropriate adaptations are made and relevant auxiliary aids/equipment are used as advised. - To put care plans/EHC plans into place for children with hearing/visual/multi-sensory impairments to ensure	SLT SENDCo Site Team	Children with hearing/visual/multisensory impairments have full access.	Ongoing Review Termly

St Mary's Bryanston Square School – Disability and Accessibility Policy and Plan 2025

	adaptations are implemented.			
Physical Access To ensure clear pathways in corridors and facilitate safe transitions around the site.	• Headteacher, Governor and Site Manager walk through school termly. • Clear corridors at all times.	SLT Site Team	Access for pupils with disabilities is enabled.	Ongoing Review Termly
Physical Access Maintain safe access/ safe play in external play areas and access roots.	• Replace hazard tape on internal stairs. • Steps to Outdoor Reading Area in the main playground. • Ensure that pathways are kept clear. • Ensure that grounds maintenance contractors know which areas to priorities. • Remove trip hazards	SLT Site Team	A safe environment in which to play.	Ongoing Review Termly
Physical Access Ensure that the emergency Evac chair is accessible and maintained.	• Key staff trained in supporting manual handling. • Evac chair accessible and maintained.	SLT Site Team	Training for the Evac chair. Regular fire drills	At least 3 times a year.

Area: Information Access

Target	Strategy	Person Responsible	Success Criteria	Timescale
Information Access To ensure children access information in an appropriate format.	The school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations Recommended aids are used where appropriate, such as iPads, coloured overlays, visual timetables, Communication in print and other auxiliary aids as advised.	SENDCo Teaching Staff	Pupils access information in an accessible format.	Ongoing Review Termly
Information Access Make school information available in alternative formats when requested.	• School to be aware of services available from the LA for converting written formats. • Copies of key school documents to be made available in larger formats as requested. • Website sign posts to Local Offer. • Website information for parents updated with key policies and curriculum documents.	SLT	Children with hearing/visual/multisensory impairments have full access.	Ongoing Review Termly
Information Access To ensure that pupils with a disability have regular opportunities	• Pupils are consulted and views included in EHCP annual reviews. • Pupils part of termly review of targets.	SENDCo Teaching staff	Access for pupils with disabilities is enabled.	Ongoing Review Termly

St Mary's Bryanston Square School – Disability and Accessibility Policy and Plan 2025

to have their voices heard.				
Information Access To ensure that all information in relation to children with disabilities complies to the General Data Protection Regulation.	Refer to the school Data Protection Policy.	All staff	Data will be stored in compliance with GDPR.	Ongoing