St Mary's School
CAMBRIDGE

Accessibility Plan – Junior School (Cambridge)

Applicable for three years from March 2021

This policy is the responsibility of the SEND committee.

Approval by Governance Committee: February 2022.

Next review by Special Education Needs and Disabilities (SEND): Summer 2022.

Definition of Disability and Scope of the Plan

St Mary's School, Cambridge ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

The Accessibility Plan is drawn up in accordance with Schedule 10 of the *Equality Act 2010*. In drawing up our plan we have also had regard to The Equality and Human Rights Commission guidance ''What equality law means for you as an education provider: schools'. Compliance with the Equality Act is consistent with the School's aims and ethos, and Equality Policy, Admissions Policy and Special Educational Needs and/or Disability Policy (SEND).

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

This Accessibility Plan includes consideration of how the School proposes to:

A. *Increase the extent to which pupils with disabilities (including those with special educational needs) can participate in the School's curriculum.*

B. *Improve the physical environment of the School for the purposes of increasing the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the School; and*

C. *Improve the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities.*

The School has a SEND committee and any other co-opted additional members whose expertise would be of assistance. The committee's terms of reference are:

- To review annually the School's policies, procedures, and facilities as they are likely to affect pupils and prospective pupils with disabilities.
- To make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
- To prepare the School's SEND Policy
- To prepare the School's Accessibility Plan
- To review such plans and policies as necessary and at least on an annual basis.

The School's SEND committee have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical School environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training

- Welfare

St Mary's School, Cambridge is committed to planning for the provision of an accessible environment, within the context of a selective Catholic independent boarding and day school for girls, which values and includes all pupils, staff, parents and visitors regardless of their physical, sensory, social and emotional needs. We challenge negative attitudes about accessibility and disability, and endeavour to develop awareness, tolerance, respect and inclusion across the School in relation to these.

The School's SEND committee meets once per term. It frames recommendations for inclusion in the plan. The document is placed on the agenda for the meeting of the Governance Committee in February. There is a formal review of the implementation of the plan. The SEND committee provides a report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted timeframes where necessary.

The School's governors are ultimately responsible for ensuring the implementation of the Accessibility Plan during the period to which it relates. This plan will be reviewed annually and a new one drawn up every three years to include provision for the whole school, including Early Years and our boarders.

A: Improving access to the curriculum

The aim of this part of the plan is to increase the extent to which disabled students (including those with SEN) can participate in the School's curriculum.

Curriculum Area	Current situation	Aim/considerations	Time Frame
Awareness Training - to keep abreast of latest advice by Government, Support Agencies, charities Whole staff to be kept aware of the work of the SEND Committee	Good	Member of SEND Committee deputised to keep the Committee informed on a meeting-by-meeting basis. SEN regular item on staff meeting agenda	On-going. Review Spring 2022.
Whole staff training on the need of SEND pupils – JS SENCO to provide staff INSET / Info to include advice on differentiation of subject curriculum and resources	Good	Increase opportunities to provide whole school INSET and provide regular item on Staff Meeting agenda	Review provision time allowance at end of each year
Training by nursing staff and/or external agencies for aspects of SEND e.g. epilepsy, autism, visual impairment	Good	Awareness raising	On-going
Use of ICT by pupils – especially to support curriculum and reinforce various identified	Good	Increased usage of ICT and laptops by pupils whose education would thereby benefit.	On-going

needs. Digital pens are available for pupils requiring reader access during assessments.			
Timetable and room allocation to suitable and accessible teaching rooms	Good	To respond to individual pupil need	On-going
Curriculum offering – timetable / lesson is altered according to perceived need	Good	Additional support for key areas of need is given during the school day, necessitating a flexible approach to lessons. Children receive support from specialists during the school day. In addition, Learning Support Assistants provide some 1:2:1 support during language lessons.	Reviewed in the light of pupil experience
Child requiring classroom aids - coloured overlays, coloured lenses, laptops, magnifiers as required for children with specific needs.	Good	These are recommended by specialists and some provided by parents – laptops, some overlays and magnifiers provided where required.	On-going

B: Improving access to the physical environment

The Junior School is situated in a Victorian villa with a smaller extended Victorian building on the site. Since moving into the school in 2011 there have been changes to make the building safer and more accessible, including the hard surfacing of playgrounds, new vision panels and key locks on all doors and staff workstation improvements where an occupational health referral is made.

More recently, we have refurbished our playing fields at Long Road with Astroturf. The next stage in the development is better vehicular access by road during 2021 which will form part of the new Accessibility Plan.

There are parking facilities for the disabled on all parts of the site – Senior, Junior and Boarding.

Junior School 6 Chaucer Road	Current situation	Solution	Completion date for solution to be installed
Front Entrance - steps leading to the front door Doorway is sufficiently wide.	Adequate/To be monitored	Installation of electrical lift was considered but expensive at £12k + £20k building works.	JS SLT to keep under review for the need and to request funding if needed. Considered not to be reasonable adjustment due to prohibitive costs. Next review SEND committee spring 2022.
Fire exit at back of the building - steep steps leading to the door. These steps have side pedestrian bars to aid exit and entry. Children use these stairs regularly to access playground.	Adequate/To be monitored	Installation of electrical lift can be considered but expensive (not deemed a reasonable adjustment given that the lift would not be accessible in the event of fire)	JS SLT to keep under review and to request funding if needed. Considered not to be reasonable adjustment due to prohibitive cost and limited impact. Next review SEND committee spring 2022.
Side exit through the toilets, used only as emergency exit - steps leading from door to ground level. These steps have side handrail to aid exit and entry	Adequate	Evacu-safe chair in School and can be used for emergency evacuation. Exit marked with sign and light. This door is not used by any pupils on a day-to-day basis.	Evacu-safe chair in Junior School.
Emergency exit from dining room on lower ground floor - steps leading from area outside of dining room to ground level.	Adequate	Evacu-safe chair in school and can be used for emergency evacuation. Exit marked with sign and light. Handrail installed to aid ascent.	Evacu-safe chair in Junior school.
Disabled toilet on ground floor	Adequate – no other action needed		
Classrooms on ground floor including Library and Hall.	Good access – no other action needed		
Dining Room (on lower ground floor): stairs leading to room with restricted access.	Adequate	Meals will be consumed in room on ground floor.	Action as needed
Lower ground floor Hall for PE - stairs leading to room with restricted access.	Adequate	Timetable allows for flexibility and PE could be relocated to the Hall	Action as needed.

All other rooms on first and second floor - stairs leading to rooms with restricted access.	Adequate	Timetable allows for flexibility and year group/class would be reallocated to ground floor classrooms. Possible use of the Coach House for teaching classroom.	Action as needed.
Access to lawn area from the front of school at ground level to west side garden	Good	Maintain access with possible installation appropriate moulded paving to signify school entrances or caution points	JS SLT to keep under review and to request funding if needed. Next review spring 2022.
Access to lower playground from the west side garden- terrace area with paving and wooden steps leading to lower playground	Adequate	Maintain paving, with possible installation of appropriate moulded paving to signify caution points. Wooden steps with grippers installed however possible installation of a handrail or rope rail to aid partially sighted access.	JS SLT to keep under review and to request funding if needed. Next review spring 2022.
Play areas – access to areas including the court, Sensory Garden, Adventure Playground, and bridge via tarmac path.	Adequate	Consideration of handrails	Next review spring 2022.
Play area	Adequate	Area resurfaced if the potholes become a hazard and possible installation of partially sighted or blind person's signage.	Next review spring 2022.
Access to school from public footpath (Fen) and pavement off main road (Chaucer Road) - Signage is clear with entrance and exits marked for vehicle and pedestrian traffic. View for exiting vehicles is clear, although pedestrians do use the same exit. Bridge installed to give access into school.	Adequate	Signage is clear and suitable for partially sighted.	Next review spring 2022. Safety barriers have been installed in drive as well as lighting which create a safer environment for pedestrians and cyclists. Drive due to be resurfaced once subsidence on Acton House has been dealt with.

Coach House – 6 Chaucer Road (Including EYFS classroom)	Current situation	Solution	Completion date for solution installed
Access into building from front door - disabled access ramp at the front entrance. Clear signage (can be viewed by partially sighted)	Good	Review signage	Review spring 2022.
Accesses to classrooms - all ground floor classrooms are accessible with wide doorways and corridors. First floor not accessible due to absence of a stair lift.	Good	Installation of a stair lift is very costly. Allocation of room use would be altered so that only ground floor classrooms are used.	Installation of stair lift considered not to be reasonable adjustment due to prohibitive costs.
Provision in EYFS classroom for children to relax, play quietly or sleep.	Good		
Disabled toilet on ground floor	Good access – no other action needed		
Front area - Outside ground uneven concrete and large gravel.	Adequate	Make more accessible by installing tarmac surface (suitable for delivery vans and level surface of mobility/movement of pedestrians)	Part completion. Review spring 2022.
Playground area to rear of building - stepped access to playground from building and incline access to other areas of playground via side gate.	Adequate	Install slope from building to playground (possible portable slope).	Completed summer 2017.

C: Improving access to information

The aim of this part of the plan is to improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled.

Overview

The School has a deservedly strong reputation in supporting every pupil to access the curriculum. The SEN Department consists of 11 staff members across both Senior and Junior schools.

Staff have had frequently updated INSET in how best to deal with specific disabilities from the Head of Learning Support in the Senior School and the Junior School SENCO in the Junior School. Learning Support information is kept on ISAMS (under LEAP) and the St Mary's cloud and is accessible to our teaching and support staff as relevant.

Teachers have high expectations of all pupils irrespective of special needs, sensory impairment, or disability. Pupils are invited to join St Mary's School, Cambridge on a reduced curriculum and with personalised timetables in order that they can benefit from the education provided at the School. Pupils can access in-class support as well as out of class support in small groups.

Lessons provide opportunities for all pupils to achieve and they are responsive to pupil diversity. Lessons involve pupils working individually, in pairs, groups and as a whole class. Differentiation including in learning style is used to suit the need of individual pupils.

All pupils are encouraged to take part in music, drama, physical activities, extra-curricular activities, trips, and visits. School performances, sports, trips, and visits are made accessible to all pupils irrespective of attainment or impairment, wherever possible.

Staff recognise and allow for the additional time required by pupils with learning difficulties and physical disabilities.

Information	Current situation	Aim/considerations	Time Frame
Information for parents/guardians e.g., Admissions Policy, Forms and Exams	Good	Ensure that information is provided in a variety of formats e.g., enlarged font, electronic versions and Parent Portal (online)	On-going
Tours of school	Good	Head conducts tours so that individual questions can be answered to ensure personalised approach. Virtual tour via website and other changes in response to COVID-19 made.	On-going
Reception	Good	Reception is staffed to deal with parental queries and emergencies	On-going

Links (including SEND issues) between all policy documents made clear e.g. Equality Policy, SEND Policy, Curriculum Policy, Admissions Policy	Good	School SEND Policy including procedures & practice reviewed considering the Code of Practice for SEN	Reviewed annually.