



**Accessibility Plan
For
Mary Dean's CE Primary School
and Nursery
2024/2025**

Statement of intent

This plan should be read in conjunction with the Schools Improvement Plan and outlines the proposals of the board of directors of the First Federation Trust to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The above aims will also apply to parents and carers with disabilities to help ensure they have the same opportunities to take part in school activities as parents and carers without disabilities.

The board of directors also recognises its responsibilities towards employees with disabilities and will:

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

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

- The parents/carers of pupils
- The Link Director, Head of School and other relevant members of staff
- Directors
- External partners

This plan will be reviewed as needed to take into account the changing needs of the schools and its pupils, where the school has undergone a refurbishment and at least every three years.

Planning duty 1: Curriculum

School background

Mary Dean's CE Primary School is an 11-class school situated in the village of Tamerton Foliot, over-looking the Tamar estuary, but on the outskirts of the city of Plymouth. We currently have 300 pupils on roll, taught across 1 Reception class, 1 Year 1 class, 2 Year 1/2 classes, 3 Year 3/4 classes and 3 Year 5/6 classes. In addition to this, we have 33 nursery age pupils.

We have a large site with 2 playing fields used for recreation and sport. A bike track is situated on one of our fields and an adventure playground and outside classroom, on another. All key stages, including reception and nursery, have their own outside area.

Advice is regularly sought from advisory teams including inclusion, Communication and Interaction Team (CIT), Multi Agency Support Team (MAST) and Occupational Therapy (OT). All classes have visual timetables and use dual coding opportunities as part of our Ordinarily Available Provision, to support our learners

We are a Church of England school and our vision states that we are 'A school family, learning for life in all its fullness. (John 10:10). We do this by

*Being immersed in a love of learning.

*Aspiring to achieve our God-given potential.

*Flourishing as an individual and a school family.

Improvements already made to enhance access to the curriculum

- Building on family relationships
- Passive Intervention and Prevention Strategies (PIPS) training
- Trauma Informed Schools (TIS) training
- Creating a new sensory room
- Appropriate purchase of resources to provide support for pupils where needed.
- Assess, Plan, Do, Review cycle further developed
- Adaptive teaching approaches with further personalised approaches for some SEN pupils
- Family Support Advisor (FSA) employed
- Widgit subscription to support dual coding opportunities
- Educational Psychologist (EP) consultation meetings for school-based advice
- MAST support workers to work with individual and groups of pupils

- Subject SEND specific resources and interventions, such as Language Link and Power of 2

Next steps to further enhance access to the curriculum

Issue	Action	Responsibility	Target deadline	Outcome	Review
The development of Ordinarily Available Provision through every classroom to strengthen high quality teaching and ensure provision is accessible for all.	First Federation Trust (FFT) to undertake Continued Professional Development (CPD) with the SENDCo and guidance documents to be produced to help guide staff to areas for improvements. SENDCo to brief staff of expectations through whole school CPD and monitor the implementation of this through learning walks and book scrutiny.	Trust SEN lead. Head of School (HoS) SENDCo	Ongoing from September 2024	Children will make better progress in all subjects. Behaviour will improve in all classrooms as pupils will be able to engage fully with the curriculum.	
Improve behaviour for learning	Staff to attend Trauma Informed Schools training. Utilise support from MAST EP and Trust leaders. Adaptive teaching in the form of Ordinarily Available Provision (OAP) to meet the needs of pupils across all four broad areas of need. Continue to access external agency support and guidance through (Child	SENDCo HoS	Ongoing from September 2024	Ongoing training & review cycle. Trauma Informed Schools training complete – ongoing implementation and review. Assess, Plan, Do, Review cycle of Personal Learning Plans and quality assurance of these. Pupil profiles will help ensure behaviour for learning is	

	<p>and Adolescent Mental Health Services) CAMHS</p> <p>Set Specific, Measurable, Achievable, Relevant, Time-bound (SMART) targets through Personal Learning Plans (PLPs). These should help pupils successfully access the curriculum.</p> <p>Implement pupil profiles.</p>			<p>more successfully when there are changes of staff in the classroom. Routines and approaches will be maintained, and adaptations will be in place.</p>	
<p>Further support and understanding to pupils with Speech, language and communication needs.</p>	<p>Full audit of need through screening across the whole school.</p> <p>Full implementation of Language link across all key stages.</p> <p>SENTAs to run interventions weekly.</p> <p>SENDCo and SENTA to continue to work collaborative with the Speech and Language Therapist (SALT) to identify and intervene where pupils display difficulties in this area of need.</p>	<p>HoS SENDCo</p>	<p>Ongoing from September 2024</p>	<p>Staff are confident in supporting children with Speech, Language and Communication Needs (SLCN).</p> <p>Children make good progress in their learning.</p> <p>Pupils Language Link score achieved to show age related expectations.</p> <p>Pupil gaps to be addressed through specialist interventions such as SALT and targets set to be addressed through whole class teaching and interventions.</p>	

<p>To support Social, Emotional & Mental Health (SEMH) needs across the school</p>	<p>SEMH interventions to be implemented in all key stages in the form of:</p> <ul style="list-style-type: none"> • Lego therapy • Emotional Literacy Support Assistant) ELSA sessions • Talk about sessions • Additional hours required to meet this need • SENDCo training underway to secure ELSA status • Bespoke nurture project 	<p>SENDCo HoS ELSA support staff</p>	<p>Ongoing</p>	<p>Behaviour for learning will be more positive and because of this learning will improve and assessment scores rise.</p> <p>CAMHS referrals will reduce.</p> <p>Behaviour incidences recorded through Child Protection Online Monitoring System (CPOMS) will be reduced.</p>	
<p>Ensure all staff make adaptations to written work through the online access to Widgets symbol program so text can be supported with symbols implementing the dual coding approach.</p>	<p>The Trust have purchased an online subscription to Widgit and SENDCo will provide CPD to ensure that all staff become competent to use this.</p>	<p>SENDCo HoS</p>	<p>Ongoing from September 2024</p>	<p>Pupils will access written information more successfully, therefore making better progress across the curriculum.</p>	
<p>To develop reading fluency for ALL pupils.</p>	<p>Implement Dynamic Indicators of Basic Early Literacy Skills (Dibels) assessments for Key Stage 1 & 2. Use Dibels assessment to identify targets for daily readers.</p>	<p>HoS/DHoS/ English lead/class teachers</p>	<p>Ongoing from September 2024</p>	<p>Teachers to assess pupils termly to identify low reading fluency, and this is addressed through reading interventions.</p>	

Planning duty 2: Physical Environment

School background					
<p>There is good access to most areas of the school. There are stairs to the EYFS and Key Stage 1 area, although this is accessible through the Key Stage 1 & 2 playgrounds via a slope. Upper Key Stage 2 is accessible via a slope into the main classroom entrance. Lower Key Stage 2 is currently not wheelchair accessible.</p> <p>The school has a designated disabled toilet that is easily accessible.</p> <p>The car park has a designated disabled space.</p>					
Improvements already made to enhance access to the physical environment					
<p>At Mary Dean's CE Primary School, we have improved the physical environment of the school to increase access for pupils with a disability by:</p> <ul style="list-style-type: none"> • Building ramps for wheelchair access around the outside space. • Planning which classrooms pupils will be placed who have access needs or require the use of toilet facilities. • A newly refurbished sensory room. • HoS and the FSA or SENTA on the playground every morning to ensure pupils arrive safely. • Improvements made to the fencing to address unsecure areas. • New automatic locks on the front door with a shorter period of exit and entry time. 					
Next steps to further enhance access to the physical environment					
Issue	Action	Responsibility	Target Deadline	Outcome	Review
Access to the LKS2 classrooms	Lift or slope access required	HoS/Trust	Next review		
Maintain safety of the school site and safeguard pupils	New fencing required around	H&S lead HoS	Next review		

	the school perimeter	Caretaker			
Windows to meet safety standard requirements	Windows to be filmed	H&S lead HoS Caretaker	Next review		

Planning duty 3: Information

School background
<p>The SEND Information Report is shared on the school website, this displays whole school figures around the context of SEN. The school works closely with parents and communicates with them through numerous platforms, such as: Dojo; school email and Teachers2Parents.</p>
Improvements already made to enhance access to information
<ul style="list-style-type: none"> • The school have initiated SEN coffee mornings, but these require further development. • School office is always manned. • Members of the Senior leadership team position themselves on the playground every morning to ensure the safe arrival of all pupils. • Access to a Family Support Advisor. • Class Dojo • Teachers2Parents • Team around the family meetings (TAMs) • Personal Learning Plan meetings (PLPs) • Curriculum overviews shared on school website • Family assemblies/acts of worship • Parents Evenings, twice yearly • Facebook regular updates

- Regular PTFA events

Next steps to further enhance access to information					
Issue	Action	Responsibility	Target deadline	Outcome	Review
To further develop SEN coffee mornings	To ensure that external providers attend the coffee mornings to extend support to families	SENDCo FSA	Next review		
To present the SEND Information report in a more accessible format	To ensure that the SEN Information Report is more accessible to all families	Trust SEN lead SENDCo	Next review		