

Accessibility Plan



**January 2023
(Draft)**

Review date: January 2024

St Margaret's School Accessibility Plan January 2023

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Local Academy Board of St Margaret's CE Primary School recognises the following duties that this places upon them:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings so there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duty of the Equality Act makes three requirements of the Local Academy Board

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary, but at least every three years. This plan will be monitored and evaluated by the Local Academy Board. The review process can be delegated to another committee of the board of governors, an individual or the Headteacher. The attached plan sets out the Governors' proposals for increasing access to education for disabled pupils.

Definition of Disability

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out day to day activities.'

At St Margaret's we are committed to the well being of every individual whatever their particular needs and wish to ensure that all our children have access to and participate in high quality learning opportunities and experiences that are suitable to their individual needs and enables them to achieve their personal potential.

We wish to promote an understanding of equal opportunities that is based on a genuinely open attitude, which values everyone for who they are.

In promoting inclusion, we are striving to open access to more children and families where a mainstream education is the most appropriate for them. No person in the school community should be treated less favourably because of his/her disability.

We aim to support the needs of all children with reference to the National Curriculum Inclusion Statement by:

- Setting suitable learning challenges

- Responding to learner's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting a growth mind-set for all

The accessibility plan is part of the strategic structure of the school for improving the physical environment of the school for disabled children, increasing their participation in the curriculum and improving the ways in which written information which is provided to pupils who are not disabled is also provided to disabled parents.

Identifying Barriers to Access: A Checklist.

Section1: How does our school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	•	
Are your classrooms optimally organised for disabled pupils?	•	
Do lessons provide opportunities for all pupils to achieve?	•	
Are lessons responsive to pupil diversity?	•	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	•	
Are all pupils encouraged to take part in music, drama and physical activities?	•	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	•	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	•	
Do you provide access to computer technology appropriate for students with disabilities?	•	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	•	
Are there high expectations of all pupils?	•	
Do staff seek to remove all barriers to learning and participation?	•	
Are pupils involved in target setting and IEPs?	•	
Is there liaison with external services and agencies?	•	
Are teaching assistants deployed to support a range of curriculum needs, including intervention programmes?	•	
Are special arrangements made for pupils with disabilities when undertaking external examinations?	•	

Section 2: Is our school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	•	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		•
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	•	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	•	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		•
Are areas to which pupils should have access well lit?	•	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	•	
Is furniture and equipment selected, adjusted and localised appropriately?	•	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		•
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	•	
Do you have the facilities such as ICT to produce written information in different formats?	•	

Accessibility

Progressive planned improvements to the physical environment of the school to improve accessibility.

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Physical Accessibility	Improve internal accessibility between infant and junior corridors	- Access DDA funding to install lift/ramp	No funding and no immediate need	Raised with LA October 06 Low hand rails fitted in July 12 Raise with LA / BDMAT 2023	

	Targets	Strategies	Outcome	Timeframe	Goals achieved
	Make adjustments to washrooms and classrooms for child of small stature	Lowered sink Adjusted taps	Complete Child can access classroom/washrooms independently and are done so as she moves through the school		September 2008 and 9 July 11 July 15 July 16
	Make adjustments to washrooms and classrooms for child of small stature	SISS involved Some adjustments made (Summer 11,12,13,14,15) Disabled car parking space widened and relabelled 2014 Hand rails	Asked to adjust climbing frame Not complete – very costly. Not needed	Spring 2012 Summer 11	Summer 11 Summer 15
	Improve accessibility to reception area of school	More accessible window to office Change front entrance for increase visibility and safety from vehicles	LCVAP application refused 2014	Office window replaced	Summer 16
	Improve lighting in library, hall and classes 1,2,3,4,5	Re-wire of old part of the school LCVAP funding £45000 12/13	Consider suspended ceilings.	Completed Summer 13	
	Provide facilities for children who need personal		Room refurbished and equipped including access	Summer 2016 Summer 2021	Private safe changing facilities Bed

	care		facilities		readjusted
Improve the delivery to disabled pupils and parents of information which is provided in writing for pupils who are not disabled					
	Targets	Strategies	Outcome	Timeframe	Goals achieved
Provision of information	Use of email	Newsletter notice Amendment to brochure	All correspondence now goes out via email	September 2020	Included in prospectus annually Ongoing
Increase the extent to which disabled children can participate in the curriculum. Setting learning challenges Responding to diverse learning needs and overcoming barriers to learning and assessment					
	Targets	Strategies	Outcome	Timeframe	Goals achieved
	Implement learning interventions for vulnerable learners Improving feedback for vulnerable learners Promoting growth-mindset for all learners Teaching backwards	-Deployment of LSA's Narrowing the gaps programme -Change tracking and target setting for assessment without levels Whole staff training Whole staff training	Ongoing as part of SIP Improved self-esteem and confidence for all learners Improving learning for raised bar	2014/15 Sept 14 Sept 15 Sept 16	

Implementation of the plan

Consultation:

Staff, governors, finance and premises, school council, parents were consulted when plan first drawn up and as part of the annual school improvement process

Publication:

Seek approval of Governing Body.
Included in SEF and on website
Available in variety of formats through newsletter

Implementation:

Implement by inclusion in SIP and financial planning

Ensuring future of the plan:

Training as appropriate
Include in curriculum and other policy review
Consult with respect to arising pupil needs
Consider accessibility in context of any capital projects

AED 20/01/23

Signed

Headteacher: A E Delaney

Chair of Governors: