

**ST MARGARET'S CE PRIMARY SCHOOL**



**ACCESSIBILITY POLICY**

**2021 - 2024**

## Section 1: Vision statement

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. We understand that a person is considered disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. Under the Equality Act, schools have a duty to make 'reasonable adjustments' for people with disabilities. The Department for Education summarises the duty as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try to avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits and the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education
  - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame
5. The Action Plan for physical accessibility relates to the school's Basic Access Audit, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. The Accessibility Plan will be published on the school's website.

7. The School's complaints procedure covers the Accessibility Plan.
8. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
9. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
10. The Plan will be monitored by Ofsted as part of their inspection cycle.
11. We are committed to maintaining an on-going awareness in the matter of disability and equality and to delivering training for staff and governors in order to promote positive attitudes.

## Section 2: Aims and objectives

Our aims are to:

- Increase the extent to which pupils with SEND can participate in the school curriculum
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

The tables below set out how the school will achieve these aims.

### Aim 1: To increase the extent to which pupils with SEND can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include liaison with specialists, CPD for staff, a differentiated and ambitious curriculum for those with SEND, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Person responsible	Timescale	Success criteria
Evaluate staff current knowledge and understanding of SEND issues, provide training and support and evaluate impact on children's learning, social understanding, communication, social, emotional and mental health, sensory and physical needs.	To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs.	Inclusion Leader/ Teachers / Support Staff / SLT	2021-24	Needs will be identified and actions to address these will have been determined. Teachers are able to meet the requirements of disabled children's needs with regards to accessing the curriculum.
	To arrange relevant and high quality SEND based CPD for all staff, To ensure an appropriate and ambitious differentiated curriculum for children with SEND, To ensure access to specialist resources that support learning and access to the curriculum,	Inclusion Leader / EYFS Leader / EYFS Staff	2021-24	Provision set in place ready for when the child/ren start school.

<p>To liaise with pre-school providers to prepare for the new intake of children into Foundation Stage each year.</p>	<p>Review the needs of children with specific issues, identify the barriers to learning. Consider CPD implications. Track the progress of children. Investigate software to support learners with reading difficulties.</p>	<p>Inclusion Leader / EYFS Leader / EYFS Staff</p>	<p>2021-24</p>	<p>Provision set in place ready for when the child/ren start school.</p>
<p>To liaise with educational establishments to prepare for the intake of new children who transfer within year.</p>	<p>To identify pupils who may need adapted or additional provision.</p>	<p>SLT / Governing Body</p>	<p>2021-24</p>	<p>All policies clearly reflect inclusive practice and procedure and are followed by all staff and visitors.</p>
<p>To review policies to ensure that they reflect inclusive practice and procedure.</p>	<p>To identify pupils who may need adapted or additional provision.</p>	<p>SLT / Inclusion Leader / Teachers / Extra-curricular service providers / Educational visits settings</p>	<p>2021-24</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made.</p>
<p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision.</p>	<p>To comply with the Equality Act 2010.</p>	<p>Inclusion Leader</p>	<p></p>	<p>Children will develop independent learning skills</p>
<p>To provide specialist equipment to promote participation in learning by all pupils.</p>	<p>Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p> <p>Assess the needs of the children in each class and provide equipment as needed e.g. special pens, headphones, writing slopes, touchtyping.</p>	<p></p>	<p>Ongoing</p>	<p></p>

**Aim 2: To improve the delivery of information to pupils, staff, parents/carers and other members of the school community**

Our key objective is to ensure that all children and adults can access relevant information and be active and included members of our school community. Provision may include: use of IT programs, liaison with outside agencies e.g. Ethnic Minority Achievement Team, Royal National Institute for the Blind, voluntary sectors and the church, meeting with parents / carers away from school and visual cues.

Targets	Strategies	Person responsible	Timescale	Success criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Use translators and Google Translator to communicate with parents / carers. Make arrangements for telephone or face to face contact where necessary.	SLT / Inclusion Leader / Teachers / Office staff	Ongoing	Evidence that appropriate considerations and reasonable adjustments have been made.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible. Consider follow up telephone calls or meetings with parents if necessary.	Inclusion Leader / Teachers	Ongoing	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.

Approved by: Head teacher and Governor

Date: Summer 2021

Next review date: Summer 2024