

# **St Margaret's C of E VA Primary School**

## **Accessibility Plan**

### **2020**

#### **Section 1: Vision Statement**

All schools are required under the Equality Act 2010 to have an accessibility plan, please read this in conjunction with our SEND report. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan

Our school is set in an idyllic rural setting and although it has had a school on this site since 1848 our facilities are modern and up to date. We have just added a purpose built medical room with all modern facilities so that we are inclusive of all pupils regardless of any physical disability, this includes some specialist equipment.

Our SEND report outlines what we as a school can provide for children who have special educational needs and disabilities. This could be, but is not exclusive to:

**Communication and Interaction** –speech and language delay, impairments or disorders; specific learning difficulties (dyslexia, dyscalculia, dysgraphia and dyspraxia); hearing impairment; autistic spectrum

**Cognition and Learning** – moderate, severe or profound learning difficulties (dyslexia, dyscalculia, dysgraphia and dyspraxia)

**Social, Emotional and Mental Health** – attachment disorders; withdrawal or isolation; disruption or disturbance; hyperactivity or poor concentration

**Sensory and/or Physical Needs** – sensory, multi-sensory and physical difficulties.

The purpose of this plan is to ensure we meet the needs of pupils and their families. The definition of disability according to the Equality Act being: “You’re disabled under the Equality Act if you have a physical or mental impairment that has a ‘substantial’ and ‘long term’ negative effect on your ability to do normal daily activities”.

It is our aim to both meet and exceed the requirements of the Act wherever possible.

**Please read this plan in conjunction with our Access Audit Check**

**This plan was drawn up by Hayley Robinson (Headteacher) & Kolehsha Barron (Parent & SEND Governor) in consultation with Melanie Leeson (Inclusion Leader)**

Approved by: *H Robinson*  
*J Young*

**Hayley Robinson (Headteacher)**  
**Janet Young (Chair of Governors)**

Date: ..... February 2020.....

Next Review date:.....Spring Term 2022..

## Section 2: Aims and Objectives

Our aims are to:

- Provide access to curriculum for pupils with a disability
- Provide and maintain access to the physical environment
- Provide the delivery of written information to pupils and their families.

Aim	Current good practice IMPLEMENTATION	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria IMPACT
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	Review the specific needs for pupils living with a disability in terms of basic daily living skills, relationships and future aspirations All out of school activities are planned to ensure the participation of the whole range of pupils	Training for teachers on differentiating the curriculum for specific needs as required	ML	Ongoing	Increase in access to the National Curriculum and children with disability successfully included in all aspects of school life. Increase in access to all school activities for all disabled pupils
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Provision of specialist equipment to increase access to the curriculum	Review all out of school provision to ensure compliance with legislation	ML	Ongoing	All pupils are actively engaged with every area of the curriculum and are making good or better progress
	Curriculum progress is tracked for all pupils, including those with a disability.	Pupils make at least expected progress	Staff are trained in any specialist equipment in order to support individual pupils	ML	Ongoing	Well thought out targets are specifically designed to ensure
			Individual IEP's, provision maps and tailored planning are in place and updated regularly	ML & Class teachers	Ongoing	

	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Pupils needs are supported through careful individual target setting</p> <p>Review of curriculum takes place on a regular cycle and targets are incorporated into planning.</p>	<p>Inclusion officer to support target setting in conjunction with class teachers and parents when appropriate</p> <p>Inclusion Officer to support curriculum planning with teachers</p>	<p>ML, CT &amp; parent/carer</p> <p>ML &amp; SL</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>maximum progress for each individual</p> <p>Curriculum engages and promotes excellent, relevant learning that meets all individual's needs.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> </ul> <p>Individual care plans are created in liaison with families to ensure physical needs of disabled pupils are met</p> <p>Specialist equipment in situ to assist pupils with physical disabilities</p>	<p>See Access audit for this information</p> <p>Care plans are updated regularly and particularly due to any change of need.</p> <p>Pupils are able to remain in school for the whole school day</p>	<p>See Access audit for this information</p> <p>Inclusion Officer to arrange in liaison with families and medical professionals</p> <p>Inclusion Officer to arrange in liaison with</p>	<p>See Access audit for this information</p> <p>ML, CT &amp; parent/carer</p> <p>ML</p>	<p>See Access audit for this information</p> <p>Ongoing</p> <p>Ongoing</p>	<p>See Access audit for this information</p> <p>Good liaison between school/home/medical professionals supports the needs of individuals</p> <p>Pupils access full day at school</p>

		without missing too much classroom time	families and medical professionals			
Improve the delivery of information to pupils and families	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Verbal communication</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>All pupils and visitors can enjoy and participate in school events</p> <p>Pupils are able to access written instruction and parents are kept informed of what is going on in school</p>	Office staff to provided enlarged written communication for some parents with sight difficulties.	Office staff	Ongoing	Parents are confident that they have all information they need and pupils enjoy all activities school offers.

