



St. Margaret's C of E Primary and Nursery School

Accessibility plan

Written: March 2022

Date for review: March 2025

Head Teacher's signature:

A handwritten signature in blue ink, appearing to read 'JAHine'.

Chair of governor's signature:

A handwritten signature in blue ink, appearing to be a stylized name.

Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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.

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

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	IMPACT	NEXT STEPS
<p>All learners have access to at least expected progress in all academic subjects across the year</p>	<ul style="list-style-type: none"> Co-monitoring with subject leaders and inclusion team started. ILPs and 'assess, plan, do, review' cycle is strong. Curriculum currently monitored weekly by inclusion team, and at least termly by subject leads, and DHT. Curriculum progress is tracked for all pupils, including those with a disability in Target Tracker (and ILPs) and in rare cases, Engagement Model. Targets are set effectively and are appropriate for pupils with additional needs, often based on external professional reports. 	<p>Weekly Inclusion team Monitoring with subject leads on a Rota. Each subject lead at least once per term.</p> <p>Half -Termly lesson observations with SENDCO, HT, DHT</p> <p>Termly Individual Learning Plan monitoring.</p> <p>SENDCo participation in Data/Progress Meetings</p> <p>SENDCO CPD calendar enacted</p>	<p>SENDCo</p> <p>Subject Leaders</p> <p>DHT, HT, SENDCo</p> <p>SENDCo, class teachers</p> <p>SENDCo</p> <p>SENDCo</p>	<p>August 2024</p>	<p>Co-monitoring shows progress of teaching quality.</p> <p>Child voice, books, planning and observations show good progress</p> <p>Internal Data shows all children with SEN making expected progress</p>		

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • The stage in the main hall has a disabled ramp • Railings for the stairs leading to the main office area • Wider doors, for wheelchair access, have been fitted to the lower door main office area and corridor leading from years 3, 4 and 5 • A ramp has been built outside one year 1 classroom for independent access • Year 4 and 5 fire exit paths have been re-laid due to uneven surfaces caused by tree roots • Fully accessible school pond and nature area built within the school grounds • Accessible toilets have been reviewed and had further grab rails located, where necessary • Accessible playground equipment has been purchased for all • Stepping stone laid to the outside reflection area 	<p>Quote for partial playground re-surfacing</p> <p>Buy off-road wheelchair for more accessible forest schools.</p> <p>Partial resurfacing of playground when needed</p>	<p>BM</p> <p>BM</p> <p>BM</p>	<p>August 2024</p>	<p>School will show good accessibility in an accessibility audit</p>		
--	---	--	-------------------------------	--------------------	--	--	--

	<ul style="list-style-type: none"> • Outside benches have been purchased to allow wheelchair users to sit alongside their peers • Accessible plant beds have been purchased to allow wheelchair users to work alongside their peers. • DT room has the facility to use suitable tables when needed for wheelchair users • Behaviour and Learning mentors appointed to enable pupils to succeed and support social, emotional and mental health needs 						
Improve the delivery of information to pupils with dyslexia	<ul style="list-style-type: none"> • Differentiated curriculum. See above • Staff INSET on cognitive load, and staff meeting on dyslexia • Dyslexic screening in place 	Full dyslexic audit Result from audit into SENDCo action Plan	BM	2023	SENDCo action plan will show progress on the delivery of materials for pupils with dyslexia.		

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by SENDCo Billy Marchant, Headteacher Jill Hine, Governing Body,