

Accessibility plan

St Margaret's CE Primary School



Approved by:	Billy Marchant	Date: 12/12/2020
Last reviewed on:	12/12/2020	
Next review due by:	12/12/2021	

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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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	IMPACT	NEXT STEPS
Increase access to the curriculum for pupils with a disability / other barriers to learning	<ul style="list-style-type: none"> ● Our school offers a differentiated curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum ● Curriculum resources include examples of people with disabilities ● Curriculum progress is tracked for all pupils, including those with a disability ● Targets are set effectively and are appropriate for pupils with additional needs ● The curriculum is reviewed to ensure it meets the needs of all pupils ● Teaching and learning is monitored with SEND provision embedded. 	In a RAG rating, 100% of subject leaders are rated as green for fully embedding SEND with subjects relative foci for monitoring. (SEND is not a separate focus)	<p>Create SEND monitoring format to monitor Maths and English subject leaders book scrutinies</p> <p>Create Monitoring Document for English and Maths leaders to use, which forces the user to focus on SEND provision as part of an overall focus EG differentiation.</p> <p>Meet with Literacy and Maths Leads, alongside DHT, to begin implementation of new monitoring document and system.</p>	BM Subject Leaders	JAN 20 JAN 20 JAN 20	<p>In a RAG rating, 100% of subject leaders are rated as green for fully embedding SEND with subjects relative foci for monitoring. (SEND is not a separate focus)by SEP 2022</p> <p>Green > SEND is fully embedded within subject leader's foci, and within subject leader's monitoring, 100% of teachers are green for SEND provision (relative to</p>		

						subject leader's success criteria and agreed by SENDCo) by SEP 2022		
Improve and maintain access to the physical environment	<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 relaid 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 	Procure a Stair Climber for evacuation of the upstairs classrooms. (Currently have evacuation seats for disabled children - the stair climber will meet further needs)	Secure funding Order stair climber Receive stair climber	BM	APR 2021	Stair Climber will be installed and functioning by APR 2021		

	<ul style="list-style-type: none"> • Stepping stone laid to the outside reflection area • 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 a disability	<ul style="list-style-type: none"> • Large print resources - paper and digital • Radio aids for hearing impaired • Sound buttons 	Ensure lockdown learning (remote learning or in-school learning) is accessible to all children on SEND register	Set up monitoring of teacher planning Monitor teaching planning, coach teacher where necessary If lockdown is prolonged, produce access questionnaire for parents	BM	2021	All teachers will be RAG rated green for access of their pupils with SEND		

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