



# St Margaret's CE Primary School

**Accessibility policy and plan  
August 2016 – August 2019**

This accessibility Policy and Plan are drawn up in compliance with current legislation and requirements in schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, social, sensory, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of greater awareness, tolerance and inclusion.

St Margaret's School plans, over time, to ensure the accessibility of provision of all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated/reviewed annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist features as necessary. This includes reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary. St Margaret's will ensure that pupils with a disability are as equally prepared for life as all other pupils; failing to do this is in breach of the Equality Act (2010). This covers reaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of **specialist aids and equipment**, which may assist pupils accessing the curriculum.

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.

The action plan for physical accessibility is drawn up from the access audit of the school which is undertaken by the School Business Manager and SENCo on a regular basis. It may not be feasible to undertake some of the works during the life of each accessibility plan (three years), therefore some items may roll forward into subsequent plans. The audit will 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.

The School's complaints procedure covers the Accessibility Plan.

<b>Aim</b>	<b>Current good practice</b> Include established practice and practice under development	<b>Objectives</b> State short, medium and long-term objectives	<b>Actions to be taken (include by who)</b>	<b>Date to complete actions by</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Use of PIVATS throughout school to provide accurate assessment and targets for children working significantly below expectations.</p> <p>All staff have Autism Education Trust training up to level two.</p> <p>School currently employs a speech and language therapist to provide support for children and staff around significant speech and language problems.</p>	<p>Consistent use of most recent PIVATS across school to ensure accurate assessment.</p>	<ul style="list-style-type: none"> <li>• SENCo to continue to provide ongoing support for staff.</li> <li>• SENCo to purchase revised PIVATS (in line with new curriculum) and support staff with any changes.</li> <li>• SENCo to work with staff to ensure accurate assessment/moderation of assessments.</li> </ul>	<p>Order new version Autumn 2016. Ongoing work with staff – particularly during assessment weeks.</p>
	<p>School have been accredited by AFA and FAST in acknowledgement of successful partnerships with parents – ensuring children get the best possible, joined-up support.</p>	<p>Staff to be confident moving and handling children as appropriate.</p>	<ul style="list-style-type: none"> <li>• SENCo to access physical impairment team as appropriate.</li> </ul>	<p>As necessary – dependant on need of pupils, new staff etc.</p>
	<p>Stay and Play sessions in Early Years to familiarise children with the environment and allow information sharing.</p>	<p>Continue to embed person-centred approaches when working with children and their families.</p>	<ul style="list-style-type: none"> <li>• One Page Profiles to be used for children with disabilities – SENCo to check.</li> <li>• New SENCo to familiarise herself with person-centred approaches – attend SENCo development day.</li> <li>• All staff to continue to use person-centred</li> </ul>	<p>OPP produced/ updated Aut A. SEN development day – Sept 2016. Person-centred approaches ongoing.</p>

	School works very closely with a number of specialist services: Hearing Impairment Service; Physical Impairment Service; Child Development Service; Healthy Young Minds (formally CAMHS); Occupational Therapist and Speech and Language Therapy.		approaches when meeting with parents.	
		Ensure staff training is up-to-date and in line with best practice for administering medication.	<ul style="list-style-type: none"> <li>• Asthma/anaphylaxis training to be attended by all staff – Rachel Whittle to organise.</li> <li>• Administration of medication policy updated as necessary – Rachel Whittle</li> </ul>	Training Autumn 16. Policy review ongoing.
	Increased collaboration with specialist teacher to allow class teachers to develop skills and strategies to adapt their teaching for individuals, thus making it more accessible to all (rather than relying on extra interventions). The class teacher as the ultimate agent of change is a view that St Margaret's fully subscribes to; altering and adapting practices to ensure all children can succeed is at the heart of what school is about – each child becoming. This is a model which other schools are now beginning to adopt.	Teachers are increasingly aware of high-incidence needs and cater for children with disabilities.	<ul style="list-style-type: none"> <li>• Use of SEN link teacher support to provide staff 'surgeries' – SENCo to book in dates.</li> <li>• Dyslexia friendly refresher to be organised for Autumn term.</li> <li>• Maintain up-to-date information about the number of children with disabilities in school.</li> <li>• SENCO and Business Manager to ensure they access/organise training in accordance with regular audits of pupil/staff needs.</li> </ul>	Termly surgeries Termly update of register of need Yearly audit of staff needs.
Improve and maintain access to the physical environment	Grab rails in place to aid movement around school.  External ramps in place with suitable handrails.	Continue to enhance the environment to meet the needs of all pupils and ensure access to all parts of education offered at St Margaret's.	<ul style="list-style-type: none"> <li>• SBM to ensure regular health and safety audits where development are identified and any minor building works are incorporated into school financial planning.</li> </ul>	Termly Audits

	Lift available indoors to allow all children to access second floor – evacuation blankets in place.	Classrooms promote the active participation and independence of all pupils.	<ul style="list-style-type: none"> <li>Member of VI/PI teams to review layout of furniture and equipment in individual classes as necessary – SENCo to liase.</li> </ul>	Ongoing – as necessary.
	Suitable handrails with visual and tactile warnings along most staircases.	Way finding around school is improved.	<ul style="list-style-type: none"> <li>SBM to improve signage around school. Reception areas to include signs to convey info for visitors with sight impairments and wheelchair users with lower eye levels.</li> <li>Toilets to be suitably signed</li> </ul>	Spring 2017
	Disabled toilets in EYFS and KS2 departments.  Classroom displays/resources are dyslexia friendly	Lighting in classrooms is adequate and does not hinder/distract children.	<ul style="list-style-type: none"> <li>Blinds to be in place in all classrooms to control the natural day lighting and avoid glare – SENCo and SBM.</li> </ul>	Spring 2017
Improve the delivery of written information to pupils	Visual screening completed on a regular basis – children provided with coloured overlay as necessary	Disabled pupils are provided with information within a reasonable time frame.	<ul style="list-style-type: none"> <li>SENCo to seek specialist advice and support in those cases which are beyond the school's immediate expertise.</li> </ul>	Ongoing as appropriate
	SENCo maintains up-to-date information on pupils needs for the provision of information in alternative formats and ensures this is shared amongst staff.  Use of pictures/symbols/objects to provide information to children/allow children to communicate as necessary.	Staff are knowledgeable about the requirement to provide alternative information as requested.	<ul style="list-style-type: none"> <li>SENCo to raise awareness about requirements to provide information in alternative formats.</li> <li>SENCo to collect and share examples of good practice among staff.</li> </ul>	Staff training session – Summer 2017

