



**ST MARGARET OF SCOTLAND  
CATHOLIC PRIMARY SCHOOL**

**Accessibility Plan**

**2019 - 2022**



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

Our school aims to create a community in which the Catholic ethos is fostered at all times. We aim to treat everyone fairly and with respect, this involves providing access and opportunities for all without discrimination of any kind. We will:

- value and encourage all children equally, by respecting the rights of disabled children to have equal access to the curriculum and other activities
- work towards making the physical environment fully accessible to parents, visitors, staff and children with a disability
- pursue an inclusive policy which enriches the lives of all our children by reflecting the diversity of the wider community and promoting positive attitudes towards disabled people
- encourage participation by disabled people in public life through positive discrimination if necessary.

Our Accessibility Plan relates to key aspects of the physical environment, curriculum and written information and contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as the able-bodied pupils; (if a school fails to do this it will be in breach of their duties under the Equalities Act 2010) This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities and school visits- it also includes the provision of specialist and auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary- this includes improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples may include hand-outs, information about the school and school events. The information will be made available in various preferred formats within a reasonable timeframe

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. Specialist support for pupils with a variety of disabilities may be consulted as appropriate and includes:

- Learning Support Service
- Behaviour Support Service
- Educational Psychology Service
- Communication, Language, Autism and Sensory Services
- Speech and Language Therapy Service

- LA Service for Pupils with Physical Disabilities
- School Nursing Service

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, including children, staff, parents and governors of the school.

### **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

## Action Plan

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

Aim	Current good practice	Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all children.</p> <p>We use resources tailored to the needs of children who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all children, including those with a disability.</p>	<p>To increase the confidence of all staff in differentiating the curriculum.</p>	<ul style="list-style-type: none"> <li>- Support during planning days.</li> <li>- ½ termly 1:1 sessions with all Class Teachers</li> </ul>	<p>SENDCO</p>	<p>July 2020</p>	<p>Improved staff confidence in using strategies to differentiate planning. Improved outcomes for all children.</p>
	<p>Targets are set effectively and are appropriate for children with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all children.</p> <p>Educational visits are accessible to all children. Extra-curricular activities are accessible to all children. Transition at all phases and between Year groups is planned and supported.</p>	<p>To ensure that resources to support learning are planned for and used consistently throughout the wider curriculum. Ensure that visitors with disabilities are invited into school to support aspects of the curriculum.</p>	<ul style="list-style-type: none"> <li>- Audit of resources used in the wider curriculum such as P.E.</li> <li>- Plan into the curriculum visitors with a range of disabilities in to school to support topics especially disabled sports people.</li> </ul>	<p>SENDCO Curriculum Leads P.S.H.E. Lead</p>	<p>July 2020 and then annually</p>	<p>Children able to be fully included in all lessons with resources that make the learning accessible. Raised awareness of disability through a variety of visitors.</p>

		Teaching Assistants to receive training on how to support a range of disabilities.	<ul style="list-style-type: none"> <li>- Develop an ASD TA network group within school to provide TAs with training on resources and strategies to employ.</li> <li>- Access CPD from outside agencies where relevant.</li> </ul>	SENDCO Learning Mentors	Ongoing	TAs more confident to support children with disabilities. Teachers better supported by TAs.
		To improve the use of ICT software and hardware where appropriate.	<ul style="list-style-type: none"> <li>- Refer children to LZW outreach for IT assessment where needed.</li> <li>- All children who have difficulty with handwriting to have keyboard skills intervention and access to IT for longer pieces of writing.</li> </ul>	SENDCO I.T. Technician	July 2021	Physical barrier to writing removed so that children are able to produce written work in line with their academic ability.
		All staff to be aware of disabled children's curriculum access.	<ul style="list-style-type: none"> <li>- Individual risk assessments and access plans to be written and reviewed as required.</li> <li>- Information sharing to take place with all relevant members of staff.</li> </ul>	SENDCO Class Teacher Site Agent	As required	All staff will have a sound knowledge of the individual needs and be able to plan the support to ensure access and progress in learning.
		To ensure inclusion on all trips all venues will be visited (where appropriate) and checked for accessibility for the children attending.	<ul style="list-style-type: none"> <li>- Planning meeting for all trips to be held with relevant staff.</li> <li>- Accessibility checks made on venues.</li> <li>- Risk assessments written.</li> </ul>	Team Leader SENDCO	Immediate Ongoing	Full inclusion for all children on day and residential trips.

		To develop and maintain close relationships with parents/carers.	<ul style="list-style-type: none"> <li>- Hold termly meetings to share provision for individuals with parents.</li> <li>- Hold regular 'surgeries' with the SENDCO for parents to attend.</li> <li>- Arrange information workshops for parents on different disabilities.</li> </ul>	SENDCO	December 2020	Parents will be fully informed of any provision in place for their child and individual targets. Parents will have a voice within school about their children with disabilities.
Improve and maintain access to the physical environment for children, parents/carers, visitors and staff with a disability	<p>Our environment is adapted to the needs of children as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled toilets and changing facilities</li> <li>• Steps and path edges marked yellow so they are visible</li> <li>• Disabled parking bays</li> <li>• Automatic front door access</li> </ul>	To continue to improve the physical environment of the school so that it meets the accessibility needs of all children, parents and staff.	<ul style="list-style-type: none"> <li>- Hold early transition meetings for children who may need adaptations made to the building for access.</li> <li>- Develop a rolling plan where all steps and transitions from different levels are marked yellow.</li> </ul>	Head SENDCO EYFS Lead Site Team	As required July 2021	The accessibility of our site meets the needs of the children, parents/carers and staff so that all areas are accessible and all activities inclusive.
		To ensure that all disabled children, visitors and staff can be safely evacuated.	<ul style="list-style-type: none"> <li>- Ensure that all procedures and paperwork are in line with the Trust.</li> <li>- Ensure that a Personal Emergency Evacuation Plan (PEEP) is in place for anyone who could experience difficulties.</li> <li>- Ensure there is a good system for information sharing so that all staff are aware of their responsibilities.</li> </ul>	SENDCO	Immediate and as required	Safe evacuation for all.

<p>Improve the delivery of information to children and parents/carers with a disability</p>	<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>• Pictorial or symbolic representations</li> <li>• Colour sensitive for dyslexic children</li> <li>• Auto-translator available on website enabling access in first language</li> <li>• Support from Family Workers to access letters and forms</li> </ul>	<p>To ensure that all staff are aware of guidance on accessible formats.</p>	<p>- Share different resources available for supporting visual impairment, hearing impairment, dyslexia etc.</p>	<p>SENDCO</p>	<p>Ongoing</p>	<p>All staff are aware of different resources available to make information more easily accessible for all.</p>
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#### **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 Local Governing Body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) Information report
- Special Educational Needs Policy
- Supporting pupils with medical conditions policy