



## ACCESSIBILITY PLAN 2019-2022

This Accessibility Policy and Plan comply with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. St Margaret's CE Junior School is accountable for ensuring the implementation, review and reporting on the progress of the plan over a three-year cycle. The Plan sits alongside our school values, our Equal Opportunities/Equality policy, our Special Educational Needs Information Report/Policy and our Admissions Criteria, which should be read in conjunction with this document.

Alongside the provision of the Accessibility Plan, the school also recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in admissions, exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

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

St Margaret's CE Junior School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school by producing an Accessibility Plan covering a three-year period to be updated annually with progress shown.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers 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 to ensure that pupils with a disability are as, equally, prepared for life as are other pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act. This covers teaching 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 these pupils in 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 relates to an access audit of the School, which is undertaken as the school environment changes or as needs arise. It may not be feasible to undertake some of the works during the term of an Accessibility Plan and therefore, some items will roll forward into subsequent plans. The audit will need to 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.

As curriculum policies are reviewed, a section relating to access will be added and information about our Accessibility Plan will be published on the school website or copies made available on request.

The Plan will be monitored through relevant committees and by Ofsted as part of their inspection cycle. The staff members with responsibility for the plan are:

Headteacher – Mr D Hugill

Deputy Headteacher – Mrs J Arundel

Special Educational Needs Coordinator – Ms M Tudor

## Improving access to the curriculum

Objective	Expected outcome	Strategies/resources	Monitoring	Progress
<p>Increase confidence/skills/knowledge of staff to enable them to make reasonable adjustments to differentiate the curriculum to promote access for all</p>	<p>Staff confident in differentiating the curriculum to ensure access for all pupils</p>	<p>Continuation/refocus on Dyslexia Friendly practice and use of ideas/resources</p> <p>Raise awareness of Dyslexia Friendly/Autism Friendly/SLCN Friendly teaching practices</p> <p>IDP for Autism/SLCN/Dyslexia</p> <p>Use of reasonable adjustments forms updated on an annual basis to inform/state adjustments made through High Quality Teaching</p> <p>Use of One Page Profiles to add pupil voice/gain knowledge of perceived needs</p>	<p>DH JA MT</p>	<p>Discussion as part of school action plan.</p> <p>IDP now offline so unavailable – MT can provide training in Dyslexia, ASC and SLCN.</p> <p>Reasonable adjustments forms used annually for class groups and individual pupils.</p> <p>One Page Profiling now used when pupils are receiving provision via a PiP.</p>
<p>To review all statutory policies as appropriate to ensure that they reflect inclusive practice and procedure</p>	<p>All statutory policies in place and compliant with the Equality Act 2010</p>	<p>All policies to be considered alongside Equality Act</p> <p>Statutory policies list from gov.uk</p>	<p>DH JA MT</p>	<p>Statutory policies in place and reviewed using appropriate timescales.</p> <p>These are available via the website (Equal Opportunities, SEND Information Report, Accessibility Plan, School Complaints Policy) or by</p>

				contacting the school office (Children with health needs who cannot attend school, Admission arrangements, Supporting pupils with medical conditions)
To complete an audit of pupil needs and use this to inform curriculum, educational visit and extra-curricular participation	Needs audited where required and any adjustments made	Needs audit – questions re: access can become part of initial data collection procedure and further discussed (with sensitivity) prior to children starting Y3.  Needs audit for new starters/families	MT JA PS JE	<p>Pupil needs are collected through pupil data collection, meetings with prior settings and parent meetings where required.</p> <p>Parents may also approach staff at the annual new starters meeting and further meetings/opportunity for a confidential discussion are offered where required.</p> <p>Needs audit not completed outside of usual data collection processes due to GDPR.</p> <p>Whole school audit of need document completed for pupils and updated with new intakes/as required.</p>

## Improving access to the physical environment

Objective	Expected outcome	Strategies/resources	Monitoring	Progress
<p>To ensure there is a plan in place for enabling access to the school environment</p>	<p>Plan of access routes to be made – particularly the top building</p> <p>Information kept ensuring awareness of need or information to be collected if visitor and needs unknown</p>	<p>Visitor asked regarding specific access needs and visitor acknowledged/advised by office staff.</p> <p>Ensure that access to disabled toilet is clear</p>	<p>DH JA MT</p>	<p>Plan initially made for fire access. This has been updated to include the new build for the school care club.</p> <p>This system intended to be proactive and anticipatory for access needs was not put into place as a result of GDPR as this would have involved the collection/control of data unnecessarily for individuals other than pupils.</p> <p>School are aware of needs for Parents/Carers on an informal basis and make reasonable adjustments where required. School can be asked to make other adjustments by individual Parents where required.</p> <p>Access to disabled facilities is routinely checked. Access to disabled facilities is</p>

				currently available in the lower building only. Consider access to upper building moving forward.
To ensure that school signage is appropriate and identifies key area in terms of access/escape and facilities	School signage clear to show key areas of school, directions and arrangements for escape/facilities	School signage audit – consider Dyslexia Friendly and VI compatible	DH MT JE	School external signage has been updated.  Audit needs to be completed to assess internal signage.  Painting in school is VI compliant.  Classroom audit to assess Dyslexia Friendly practice postponed due to Covid-19 restrictions.  Covid-19 signage in place.
To complete an audit of pupil, staff, parent and frequent visitor needs and the use of this to inform access	Needs audited where required and any adjustments made	Needs audit – questions re: access  Confidential area for information storage (electronic) – consider requirements of GDPR	MT JA PS JE	Not completed due to GDPR and the collation/control of unnecessary information that may be sensitive in nature.

## Improving access to information

Objective	Expected outcome	Strategies / resources	Monitoring	Progress
To ensure that the school website is fully accessible	Website to feature access tools e.g. text reader, coloured background, different font sizing etc.	Collaborate with website designer to consider accessibility such as Dyslexia Toggle, change of background colour etc.	DH MT	<p>Website is accessible and offers Google Translate.</p> <p>Links to external websites offering support are available.</p> <p>Accessible school information report for SEND available on website.</p>
To support parents with school communications	Parents to access communications/forms from school with greater ease	<p>Text messaging used</p> <p>Newsletter in Dyslexia Friendly format where required/on noticeboard</p> <p>Opportunities to support parents with information requirements (completion of forms etc.)</p>	DH MT PS JE	<p>Parents have been supported on several occasions to enable access to health/SEND Services.</p> <p>Text messaging/email is used regularly.</p> <p>'SEND in a nutshell' document to be considered as part of action plan.</p>