



ACCESSIBILITY PLAN 2023-2026

This Accessibility Plan follows current legislation and requirements as specified in the Equality Act 2010. St Margaret's CE Junior School is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a three-year cycle. This plan sits alongside our Equal Opportunities policy, which should be read in conjunction with this document.

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.

4. 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 accessibility will be considered. Information about our Accessibility Plan will be published on the school website or copies made available on request.

Senior leaders and relevant link governors will monitor the plan (Ofsted may do so as part of their inspection cycle).

Staff & Governors with responsibility for the plan are:

Headteacher – Mr D Hugill

Deputy Headteacher – Mrs J Arundel

Special Educational Needs Coordinator – Miss M Tudor

Special Educational Needs Governor – Mr R Whittaker

Updated: September 2023

Agreed by Governors: 12th October 2023

For Review: March 2025

Improving access to the curriculum

Objective	Expected outcome	Strategies/resources	Monitoring	Progress
<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 the Equality Act (2010).</p> <p>Statutory policies/website guidance https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts</p> <p>https://www.gov.uk/guidance/what-maintained-schools-must-publish-online</p>	<p>DH JA NW MT</p>	<p>Statutory policies in place and reviewed using appropriate timescales.</p> <p>These policies are available via the website (Equal Opportunities, SEND Information Report, Accessibility Plan, School Complaints Policy) or by contacting the school office (Children with health needs who cannot attend school, Admission arrangements, Supporting pupils with medical conditions)</p> <p>Website audit completed annually to check compliance.</p>
<p>Increase access and quality of provision in PE.</p> <p>Consider interventions/adaptations for pupils with physical needs in lessons to improve outcomes for children with SEND.</p>	<p>SEND children to experience reasonable adjustments and adaptations to lessons to ensure access to quality provision. This will be consistent across all members</p>	<p>Risk assessments if required.</p> <p>Reasonable adjustments records</p> <p>Evidence of adaptations in planning.</p> <p>Evidence of quality provision seen in monitoring activities.</p>	<p>DH MT EE</p>	

	of staff whether internal or external.			
All extra-curricular/out-of-school activities are planned to ensure, where reasonable, the participation of all pupils.	All extra-curricular/out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	<p>Risk assessments if required.</p> <p>Use preferred providers/gain knowledge/advice prior to undertaking activity.</p> <p>Monitoring of events to ensure equality of opportunity/access.</p>	<p>DH</p> <p>MT</p> <p>All staff as/when 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 all are aware 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>Provision of equipment to enable access where required.</p>	<p>DH MT HW JS</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 is as proactive and anticipatory as possible due to GDPR restrictions.</p> <p>Access to disabled facilities is routinely checked. Access to disabled facilities is currently available in the lower building only. Consider access to upper building moving forward.</p> <p>Adaptations placed/equipment has been provided where required.</p>
<p>Consider access to upper school/facilities for those who may experience physical/sensory difficulties.</p>	<p>Access routes planned, clear and appropriate for a range of needs.</p> <p>Facilities available and able to be accessed by those</p>	<p>Audit of accessibility undertaken for a range of needs (primarily physical/sensory).</p> <p>Adaptations made to physical environment where required/possible given the age/fabric of the upper school building.</p>	<p>DH MT</p>	

	with physical/sensory needs.	If adaptations cannot be made due to the fabric of the building, alternative arrangements must be considered, planned and actioned.		
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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.	Website audit regarding accessibility. Advice gained from webmaster regarding accessibility tools.	DH NW MT	Website is accessible and offers Google Translate. Links to external websites offering support are available.
To support parents/carers with school communications.	Parents to access communications/forms from school with greater ease	A variety of communication methods is used to support access. Opportunities to support parents with information requirements. (Completion of forms etc.)	DH MT HW	Parents have been supported on several occasions to enable access to health/SEND Services.
Review the use of visual strategies used within the classroom to improve access for children with SEND.	Children with SEND can access the curriculum more effectively due to the increased use of visual aids. The use of multisensory methods/visual aids is embedded in teaching/learning.	Visual strategies are visibly in place in the classroom environment. Visual strategies in place in planning. Monitoring of curriculum subjects and intervention demonstrates embedded use of visual strategies.	DH Subject leaders MT	