Accessibility plan

St Margaret's CofE Primary School

Last reviewed on:	Autumn 2019
Next review due by:	Autumn 2022

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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:

- Applications for admission from all potential students are considered in line with the published admission arrangements;

- Applications for employment are considered and assessed on the basis of the applicants' aptitudes, abilities and qualifications;

- Disabled employees and students have access to the appropriate support and adaptations to enable them to be fully included in the life of St Margaret's;

- The views of individual students or employees are taken into account at all times when their requirements are being assessed;

- All students are fully integrated into the school and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment;

- Employees working with disabled people, either as colleagues or as students, have appropriate information, support and training;

- St Margaret's takes steps to enable employees and students who become disabled during their time at our academy to continue in their chosen career or course of study as far as is practicable;

- Disabled members of the community can fully participate in public events held within St Margaret's;

- So far as is reasonably practicable, St Margarets's premises are accessible and safe for disabled people; and

- No disabled student or employee is treated less favourably as a result of their disability.

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 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.

This policy complies with our funding agreement and articles of association.

3. Disability Code of Practice

Environment

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.

Evacuation procedures and escape routes for students and employees with disabilities will be carefully planned and published.

Children

Applications will be considered in line with the published admission arrangements for all students.

An applicant's disability will not prevent him/her from being offered a place and integrated into St Margaret's unless:
- The content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
- St Mary's would be unable to provide suitably trained employees or facilities to allow the requirements of the National Curriculum to be met.

St Margaret's will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. St Margaret's will not treat a student with a disability less favroubly than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students.

As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.

Students with a disability or who become disabled whilst studying at St Margaret's will be given appropriate support from employees to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the Inclusion Manager and an Individual Education Plan drawn up on an annual basis.

St Margaret's recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs. St Margaret's will liaise with the relevant Examination Boards in such instances. Students and parents/guardians will be made fully aware of the process for making special arrangements for assessment and examinations by the Inclusion Manager.

Employees

Wherever practicable, St Margaret's will:

- Consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Equality Act (2010) and Disability Discrimination Act (2005)
- Ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications.
- ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.

Employees, who become disabled during their employment by St Margaret's, so far as is practicable, will continue to remain employed by St Mary's, subject to review by the Head teacher and the Board of Governors. This review will assess their ability to carry out the duties of their post. Help from related professional organisations may also be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status or financial loss.

St Margaret's will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:

- Continuing in the same post
- A gradual return to work
- A reduction in hours
- Redeployment
- Premature retirement on grounds of incapacity
- Termination of employment

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration should be given to the selection of the most appropriate option(s).

St Margaret's will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those employees who become disabled whilst employed.

St Margaret's will ensure that a programme of training is offered to employees to increase their awareness of students with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Teaching assistants will support teaching staff as required to help ensure that disabled students have equal access to the curriculum.

Monitoring and Evaluation the Board of Governors and Head teacher will monitor the operation and effectiveness of St Margaret's Disability Access Statement at specified intervals.

4. Access Statements

- Children will be able to access all facilities on each floor i.e. classrooms, library, ICT suite, toilets, and play areas.
- A disabled toilet is available on each floor for those who may require it.
- There will be easy access to the school playground, via two main gates.
- There are lifts installed that access each of the floors

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible
Increase access to the curriculum for pupils with a disability	*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.*	Building made suitable for visual impairment, i.e. colour/ tonal contrasted markings used to identify doors and to distinguish areas i.e. class rooms, general circulation areas etc.	Audit	Premises Manager
	Curriculum resources include examples of people with disabilities.	Lighting in all areas - to be replaced as necessary and kept clean to ensure maximum lighting.	Audit	Premises Manager
	Curriculum progress is tracked for all pupils, including those with a disability.	Use of clubs for social	Audit Training for ASC leaders	SENCO
	Targets are set effectively and are appropriate for pupils with additional needs.	inclusion.		
		Suitable signage.	Audit	Premises Manager
	The curriculum is reviewed to ensure it meets the needs of all pupils.	Improvements to toilets, washing and changing facilities.	Audit	Premises Manager
		Special arrangements for school trips.	Audit Risk assessments	SENDCO and class teacher Trip location staff

		A focus on medium term planning, at the level of schemes of work. A clear assessment of the current National Curriculum levels of the full range of pupils, particularly in relation to speaking and listening levels. High expectations.	Audit Planning meetings	SLT Subject leaders
		Appropriate deployment of learning support.	Audit	SENDCO
		Pupil grouping and use of peer support.	Audit Pupil planning meetings	SENDCO Teaching staf SLT
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* ● *Ramps* ● *Corridor width* ● *Disabled parking bays* ● *Disabled toilets and changing facilities* ● *Library shelves at wheelchair-accessible height*	Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services: St Margaret's will identify barriers in the physical environment by: Using specialist school's resources to undertake specific audit pupils with disabilities. Use of Local Authority experts and representatives. The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils. Funding for	Audit	SENDCO SLT Governors

| | | improvements to the physical environment of the school may come from a variety of different sources: School Access Initiative funding may be needed for major capital works. This has to be coordinated with the Local Authority's priorities. Devolved formula capital funding can meet the costs of some of the priorities. Delegated funding can be used to meet the costs of particular equipment that may need to be provided for disabled pupils.

Where alterations need to be made to improve access for a disabled teacher, funding may be available through the 'Access to work' programme. | | |
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| Improve the delivery of information to pupils with a disability | *Our school uses a range of communication methods to ensure information is accessible. This includes:*

Internal signage

Handouts, timetables, worksheets, notices, information about school events. Differentiating work.

Making information available in Braille, in large print, in simplified language, on audio-tape, on video-tape as appropriate.

Using intervention strategies.

Planned periods for induction and transfer.

Visual timetable.

Audio recording.

Pictorial or symbolic representations | Appropriate deployment of learning support.

Pupil grouping and use of peer support.

Use of clubs for social inclusion.

Suitable signage.

Special arrangements for school trips. | Audit

Pupil Progress/ planning meetings

ASC

Risk Assessments | SENDCO

SLT

Class teacher

Premises manager |

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 the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken
Number of storeys	2	
Corridor access	Wide and straight	Keeping all corridors clear of obstruction
Parking bays	In the front of the school with the Headteachers space being used as the disability parking area.	
Entrances	All external entrances can be opened to double door width	Keep all doorways clear of obstruction
Ramps	Permanent ramp in the front of the reception area for access to the school	
Toilets	Disabled access toilets available on ground floor.	Maintenance of disabled toilets
Reception area	Clutter free and accessible	
Internal signage	Clear and in place	Maintenance of signs

| Emergency escape routes | Clearly marked and able to open to double door width | All emergency exits to be kept clear and free of c |
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