



GENESIS
EDUCATION TRUST



St Margaret's CE Primary School

SCHOOL ACCESSIBILITY PLAN STATEMENT

Ratified by: LGB

Reviewed: Autumn 2022

To be reviewed: Every 3 Years

Next Review: Autumn 2025

Introduction

In line with the Equality Act 2010 and (Amendments) 2012 and the SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the school's Governing Body in the event that we have a disabled pupil join our school we would ensure that we increased the access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

1. Starting points

The purpose and direction of the school's plan: St Margaret's vision and values

- The school's ambitions for its disabled pupils;
- Aims to remove barriers to pupils with disabilities to ensure a full and inclusive education is provided.
- Is committed to equal opportunities for all stake holders.

Information from pupil data and school audit

St Margaret's C of E will use all information available to identify pupils with disabilities including:

- Census data
- Transfer data
- Medical data

We will monitor:

- Academic progress
- Emotional and social interactions
- Levels of absence, and the levels of exclusion for disabled pupils compared with other pupils

Views of those consulted during the development of the plan

The plan should be informed by the school questionnaires to all staff and pupils given out on an annual basis.

2. The main priorities in the school's plan

In the event of a pupil joining our school we would endeavor to increase the extent to which disabled pupils can participate in the school curriculum by ensuring that:

- 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.
- Lighting in all areas - to be replaced as necessary and kept clean to ensure maximum lighting.
- Use of clubs for social inclusion.
- Suitable signage.
- Improvements to toilets, washing and changing facilities.
- Special arrangements for school trips.

Key elements in a successful planned approach are likely to be:

- 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.
- Appropriate deployment of learning support.
- Pupil grouping and use of peer support.

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 schools 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 improvements to the physical environment of the school may come from a variety of different sources:

- 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.

St Margaret's will use a range of strategies and support materials such as:

- 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.

3. Making it happen

Management, coordination and implementation

The planning process: the school's plan should show:

- How the Governing Body takes responsibility for the school accessibility plan, i.e. reporting on it on an annual basis
- How and when the plan will be reviewed and revised, including how anyone might contribute to that process.
- A mechanism for the evaluation of the plan.
- The variety of evidence that will be used in the evaluation of the plan.

Coordination: the school may want to show how the accessibility plan fits in with other responsibilities:

- Under other legislation:
 - SEN legislation (most disabled pupils will also have SEN and the effectiveness of the school's provision to meet SEN will therefore have an impact on the progress of disabled pupils);
 - Other parts of the DDA (duties towards the general public, in Part 3, to staff in Part 2, the wider duties to disabled people under the DDA 2005).

Other policies and plans.

The accessibility plan will take into account and links with other plan such as:

- School Development plan
- Performance management
- Asset Management plan
- SEN policy
- Health and safety policies

Implementation: it is important that the plan:

- Sets out clear timescales.
- Identifies the necessary resources - human and financial. To ensure that the school meets the requirement to resource the plan, it should identify the source of funding, for example: school development grant, devolved capital budget, delegated budget.
- Makes clear what the anticipated outcomes are, with performance criteria where necessary.
- Builds in review mechanisms and dates.

The Governing body will amend, monitor and review all policies to ensure statements on disability or discrimination are cross-referenced to Equal Opportunities, Bullying and Racial Equality policies.