

Accessibility Plan

St Margaret's CEVC Primary School



Approved by: The Governing Body

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Last reviewed on: Autumn 2023

Next review due by: Autumn 2024

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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:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

St Margaret's is committed to ensuring that all learning activities are inclusive and relevant adaptations are made when necessary.

The plan will be made available online on the school website, and paper copies are available upon request.

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. The SENCO is in contact with local Suffolk services to ensure we made accessibility fair.

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: pupils, parents, staff and governors of the school.

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.

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 <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | 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 pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>1:1 Adult support enables all disabled pupils access.</p> | <p>Ensure that the team continue to work closely with the external providers and parents in order that the pupils with a disability needs are met.</p> | <p>Time is given for TA, class teachers and SENCO's to meet and receive training</p> | <p>SLT</p> | <p>Ongoing as and when needs arise.</p> | <p>Identified pupils are accessing a full curriculum</p> |

| | | | | | | |
|--|--|--|--|---|---|--|
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required.</p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Mechanical ramps • Lifts • Disabled parking bay • Accessible toilets and changing facilities • Library shelves at wheelchair-accessible height • Vibrantly coloured equipment • Staff wear high viz vests when on playground • Pupils wear high viz vests for school visits | <p>To ensure that the high visibility nosing on the outside steps is refreshed.</p> <p>Continue to have the lifts serviced.</p> <p>To add fluorescent stickers to chairs, handwashing soap and stationery.</p> <p>New playground markings with high visibility and non- fading colouring will be maintained and painted.</p> | <p>Premises manager to deploy caretaker</p> <p>PM to book in service providers</p> <p>PM to order stationery</p> <p>PM to liaise with company and book in.</p> | <p>PM</p> <p>PM</p> <p>PM</p> <p>PM</p> | <p>Ongoing</p> <p>Due annually, Spring 2021</p> <p>Ongoing as needs arise</p> <p>Ongoing to ensure colours remain bright.</p> | <p>Step nosing will be vibrant.</p> <p>Lifts are fully operational and safe.</p> <p>Partially sighted child will have access to key items.</p> <p>Playground will be fully accessible to all pupils.</p> |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible.</p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Makaton • Transition arrangements | <p>Audit the curriculum to ensure that opportunities are given to pupils with a disability.</p> | <p>Release time provided for Curriculum leader</p> | <p>Curriculum Leader/SENCO</p> | <p>July 2021</p> | <p>Pupils with a disability have a high quality delivery</p> |

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 Full Governing Body.

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
- Medicine Policy
- Local SEN Offer

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|--|-----------------------------------|--------------------|-----------------------------|
| Number of storeys | 2 | No action required, lift in place | | |
| Corridor access | Clear. One set of steps with a chair lift. | No action required. | | |
| Lifts | 1 lift. | N/A | | |
| Parking bays | 1 disabled parking space clearly labelled | N/A | | |
| Entrances | Main entrance on ground level (suitable for wheelchair users). Pupil entrance through playground entrance up the stairs | | | |
| Ramps | One outside on playground | N/A | | |
| Toilets | 2 accessible toilets, one on each ground floor | N/A | | |

| | | | | |
|-------------------------|---|-----|--|--|
| Reception area | Wide doors, area kept clutter free | N/A | | |
| Internal signage | All signage is clearly labelled and recently audited. | N/A | | |
| Emergency escape routes | As above | N/A | | |