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# St Margaret Mary’s RC Primary School

**Accessibility Plan**

**Our Mission:**

We try to follow Jesus in everything we do.

We help everybody in our school family, and we try to let our light shine as the light of Jesus shines.

Everyone at St. Margaret Mary’s is special. We feel happy and safe.

We are encouraged to value ourselves and each other in an atmosphere of trust, good humour, acceptance and enjoyment.

Saint Margaret Mary’s school is where we come to learn through exciting and fun lessons. We try to always be welcoming and caring to all. We want to do our best, even if we find it difficult.

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| Author | M. Sutton |
| Date agreed by Governing Body | 11th December 2018 |
| Review Date | Each year by M Sutton/Resources Committee |
| CoG signature |  |

# Policy Statement

St. Margaret Mary’s R.C. Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, whenever possible, takes steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimize any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in school life. The school is active in promoting positive attitudes in the school and in planning to increase access to education for all disabled pupils. As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

**The purpose of the plan**

The purpose of this plan is to show how St Margaret Mary’s R.C. Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the disability discrimination Act. The effect of the law means that “schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the governing body. The review process can be delegated to a committee of the governing Body, an individual or the Headteacher.

**Definition of Disability**

A person has a disability 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 carry out a normal day to day activity. 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.

**What will the accessibility plan do?**

The Accessibility plan is structured to complement and support the school’s equality and diversity policy, the school’s SEN information report and the SEN policy. All these policies can be accessed on the school’s website.

St Margaret Mary’s R.C. Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school accessibility plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The accessibility plan contains relevant and timely actions to:

1. Increase access to the curriculum for pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses 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 or auxiliary aides and equipment, which may assist these pupils in accessing the curriculum with a reasonable timeframe.
2. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvement to the physical environment of the school and physical aids to access education within a reasonable timeframe.
3. Improve 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 to various preferred formats within a reasonable timeframe.

Additionally, future training plans will recognize the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

This accessibility plan should be read in conjunction with the following school policies, strategies and documents:

* Behaviour Policy
* Equality Policy
* Health and Safety Policies
* SEND Policy and SEND Information Report
* School Improvement Plan

The accessibility plan will be published on the school website.

The accessibility plan will be monitored through governing body committees and reported the full governing body.

The school will work in partnership with the Local Authority in developing and implementing this accessibility plan.



St Margaret Mary’s R.C. Primary School Accessibility Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
| 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.  Curriculum resources include examples of people with disabilities.  Curriculum progress is tracked for all pupils, including those with a disability.  Targets are set effectively and are appropriate for pupils with additional needs.  The curriculum is reviewed to ensure it meets the needs of all pupils. | Use of visuals to support learning.  Subject coordinators to assess their curriculum are and check it is inclusive for children with a disability. | School established visuals that are going to be used.  Subject leaders to assess curriculum access for their subject area.  Elklan training for staff. |  | Autumn 2020 | Agreed visual resources are used consistently throughout the school.  Subject coordinators have made adaptions to the curriculum are they are responsible for to ensure they are accessible for all children. |
| 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 toilets and changing facilities * Library shelves at wheelchair-accessible height | Ramps leading to external classrooms to have painted lines to show gradient of ramps.  Ensure hearing and visual environment in classroom is regularly monitored to support hearing and visually impaired children. | Ramps to be painted.  Work with hearing impairment team from Lancasterian on assessing physical environment.  Working with visual impairment team from Lancasterian on assessing physical environment. |  |  | Ramps to be painted.  School is accessible for visually impaired children.  School is accessible for children with hearing impairments. |
| 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 * Large print resources * Pictorial or symbolic representations | Letters to be made available in braille when required.  Information to be made available in audio format when required | Letters to be translated to braille if required.  Letters to be made available to audio format if required. |  | As required. | All letters are accessible in braille and in audio format when required. |