

St Margaret's C of E Primary School



ACCESSIBILITY PLAN

Matthew chapter 5, verse 14 to 18

"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."

Statement of intent

As a Church of England school, at our heart is a belief that all children are loved by God and are individually unique. We believe that our school has a duty to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. We believe that it is our duty to remove any factor that might represent a hindrance to a child's fulfilment. Our Accessibility Plan therefore reflects the guidance provided by Equality Act 2010 as well as that of The Church of England Education Office in 2017 '*Valuing all God's children*'.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy

Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

Accessibility Plan: 2024-2027

| Target | Action | Who | When | Action completed | Expected outcome: |
|--|--|---------------|--|---|--|
| Physical: Improve and maintain access to the physical environment, as well to ensure the needs of pupils are addressed when considering and areas to be redesigned. | <p>Discussions with relevant professionals and families to take place around providing suitable resources for identified children.</p> <p>If funds available to work with architects to look at the school environment and identify areas where improved access would be beneficial.</p> | SENDCo SLT | <p>Spring 2025 and ongoing.</p> <p>Summer 2025 Implementation of any specific projects Summer 26</p> | <p>Review Nov 25</p> <p>Changes are currently being implemented. However, there are delays due to the current drainage issue.</p> <p>A new pathway linking the KS1 outdoor area to the main path that leads to the KS2 area has been created – ensuring children do not have to walk up a steep flight of steps to move between areas.</p> <p>Alterations have been made to the access toilets to support families. Improved fencing around the EYFS outdoor area.</p> | All reasonable adjustments are made to allow pupils to access the physical environment. |
| Physical To improve the infant hall to more effectively support its multifunction use – in particular in relation to the activities linked to supporting individual needs of pupils and access to the curriculum. | To review the activities which currently take place in the infant hall to determine all of the functions it needs to undertake. | SLT | Spring 2025 onwards | <p>Review Nov 25</p> <p>Storage has been identified and recently delivered to make the room more suitable for meeting the varied needs of children. Unnecessary items have been removed, creating a more organised and purposeful space.</p> | Infant Hall to be better organised to support it multi-functional use. |
| Communication: Improve and develop communication between families and staff with the wider SEND offer within the community. | <p>Organise ‘coffee afternoons’ where identified professionals are available to talk with staff.</p> <p>Facilitate and direct staff and families to talk and work with relevant agencies.</p> <p>Ensuring the school’s website remains up to date</p> | SENDCo SLT | Autumn 2024 ongoing | <p>Review Nov 25</p> <p>Coffee mornings are now in place</p> <p>Support for staff to collaborate with identified agencies is in place, but we are continually exploring ways to make this process more efficient and accessible.</p> | Increased awareness of the support available for SEND children within the wider community (Local Offer). |

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| | | | | The school website is currently under review. | |
| Curriculum: Continue to ensure access to the curriculum for all children regardless of disability. | <p>Continue to liaise with other agencies to ensure the school has adequate provision and current information to support the learning of all children.</p> <p>To ensure identified appropriate resources for children with a disability are available and used, enabling them to access the curriculum inclusively.</p> | SENDCo, SLT, LA, external agencies | Autumn 2024 ongoing | Review Nov 25 A SEN audit has just been undertaken by the LA - with actions to support improvements. A bank of resources is currently being collated and is accessible to staff. Alongside the exploration of new equipment to support meet the needs of pupils. | Children with any specific identified need have appropriate equipment working in partnership with the external agencies / advisory services. |
| Awareness: To visibly promote diversity and inclusion across school. | To carry out an audit for current visibility and based on this source and purchase appropriate resources. | SENDCo SLT | Start September 2025 and ongoing. | Review Nov 25 This is yet to take place – we are currently redecorating the school and making changes to some of the spaces. Once this is complete an audit will take place. | Images, resources and texts to visible in different arenas of the school. |

A Hassall: November 2024

Passed by Governors: November 2024

1st Review: November 2025 and Shared with governors December 25

2nd Review: November 2026