

Accessibility plan

Jan 2025-2028

St Margaret Mary's R.C. School



Mission Statement:

*'In St Margaret Mary's School
we welcome everyone into our community
in order to live, love and learn
together in the light and example of the life of Christ.'*

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	6
5. Links with other policies	6

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

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. At St Margaret Mary's in accordance with our faith, we believe that all people created are equal in the eyes of God. Therefore, all people regardless of colour, culture, disability, gender, race or creed will be treated as such.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES	ACTIONS TO BE TAKEN	LEAD	DATES	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Use of resources tailored to the needs of pupils who require support to access the curriculum • Dyslexia friendly Tools • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Use of technology to support learning.</p> <p>Appropriate seating.</p> <p>Adapted sports equipment.</p> <p>Appropriately differentiated work.</p> <p>Use of resources to become further embedded – graphic organisers, task boards, overlays</p>	<p>Relevant Staff CPD:</p> <p>Enhance adaptive teaching skills/HQT.</p> <p>Making use of assistive technology in the classroom</p> <p>Purchasing recommended resources</p> <p>Advice and support may be sought from external agencies including PSS, EP, PDSS, VI, CAT, Tappy Twins- Emotional Resilience Coach, Family worker, Compass School Mental Health Team, and school nurse.</p>	<p>Governors</p> <p>Head Teacher</p> <p>SENDCo</p> <p>SLT</p>	<p>2025-2028</p> <p>ongoing</p>	<p>All pupils are able to access the curriculum to the best of their abilities.</p>
Tracking progress in learning	<p>Curriculum progress is tracked for all pupils however additional small steps in progress will also be tracked through the Birmingham Toolkit Progress Tracker for children on the SEN register Appropriate individual targets set in line with the Toolkit progress Tracker</p>	<p>Appropriate interventions to be in place in order that identified concerns/gaps in learning can be addressed</p>	<p>Training for staff in effective interventions</p> <p>Robust and rigorous monitoring of impact of interventions</p>	<p>Head Teacher</p> <p>SENDCo</p> <p>SLT</p>	<p>2025-2028</p> <p>ongoing</p>	<p>Gaps in learning addressed as a result of gaps being identified and timely interventions impacting on learning.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	LEAD	DATES	SUCCESS CRITERIA
School environment is adapted and maintained to meet the needs of those children with physical/hearing/visual and medical needs	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Yellow highlighting on steps and where there is a change of gradient to support pupils with visual impairments. • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Some Library shelves at wheelchair-accessible height • Handrail on stairs to access the Hope Suite/Gate at the top of the stairs • Transition meetings with outside agencies 	<p>Improve and maintain access to all areas of the school buildings and grounds- including yellow highlighting to steps on route to Hope Suite and including inside the Hope Suite.</p> <p>Ensure lift / chair lift are maintained and regularly serviced and in good working order.</p> <p>Ensure meetings are held in spaces that all staff, governors and parents/carers involved can access.</p> <p>Ensure anyone with a disability can be safely evacuated if necessary.</p> <p>Suitable room for specific medical intervention with appropriate hygiene measures</p>	<p>Continue monitoring and maintenance of markings on edges of steps/ on ramps to ensure they are clear.</p> <p>Monitor/ service lift and chair lift.</p> <p>Regular checks of internal and external lighting.</p> <p>Personal emergency evacuation plans (if necessary)</p> <p>Ensure staff receive up to date training regarding medical needs- allergy, asthma, diabetes.</p>	<p>Site Manager</p> <p>Head Teacher</p> <p>SENDCo</p>	<p>2025-2028</p> <p>Ongoing</p>	<p>Children with varying needs will be able to access all areas of the school environment</p> <p>Suitable room with appropriate facilities for specific medical treatment</p>
Whole school planning of trips	<p>Yearly overview of trips</p> <p>Trips policy</p> <p>procedures followed</p> <p>Individual risk assessments conducted.</p>	<p>A bank of alternative trips that can be selected as required.</p>	<p>Collect feedback from staff/pupils regarding trips to inform future trips and visits.</p>	<p>HT/ SLT/SENDCo</p>	<p>Ongoing</p>	<p>All children are able to access educational visits (Equality Act 2010)</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	LEAD	DATES	SUCCESS CRITERIA
<p>Improve the delivery of <u>information</u> to pupils with a disability</p> <p>Improve the delivery of information to parents whose children have a disability.</p>	<p>Our school uses a number of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Some large print resources • Pictorial or symbolic representations 	<p>To be aware of access needs of children, staff, governors and parents/carers with disabilities which may impact on their access to the school / curriculum.</p> <p>Ensure smooth transitions for all pupils with SEND.</p> <p>Improve access to information on the website.</p> <p>Website to communicate key policies, procedures and school news Text message and emails to parents</p> <p>Parent evenings</p> <p>SEN information report on website</p> <p>School to offer signposting to appropriate services</p>	<p>Sharing of individual needs of pupils with staff.</p> <p>Transition Visits/ Booklets for pupils. Additional visits for pupils as necessary.</p> <p>Seek technical support to improve access to information on the school website.</p> <p>Ensure website is updated regularly.</p> <p>Staff CPD- to develop staff skills using assistive technology to support access to information.</p>	<p>Head Teacher</p> <p>SLT</p> <p>SENDCO</p> <p>Subject Leads</p>	<p>2025-2028</p> <p>ongoing</p>	<p>Home school partnerships impact positively on pupil outcomes and well-being</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 reviewed by the Head Teacher and members of the Governing Body

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
 - Equality and Diversity Policy
 - Special educational needs (SEN) information report
 - SEND policy
 - Race Equality Policy
 - EYFS Risk Assessment Policy
 - Safeguarding Policy
 - Intimate Care Policy
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