

St Margaret's CofE Junior School Accessibility Plan 2024-2027

The Equality Act 2010 states the requirement for schools to have an Accessibility Plan. The purpose of the plan is to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within the school community who have a disability. The duty is to anticipate and plan for their future needs.

According to the Act, a disabled person is defined as "someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

In accordance with the Act, the Plan focuses on three key areas:

- ~ 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 which is provided in writing for pupils who are not disabled.

St Margaret's CofE Junior School is committed to equal opportunities and inclusion. Following the example of The Good Samaritan, we ensure that all members of our community are loved, able to flourish and make a positive contribution to society, this vision has inspired our approach to accessibility. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents, such as the Inclusion and Equal Opportunities policies. It is the responsibility of the whole school community to implement this Plan in a manner which promotes the inclusive ethos of our school.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary, but at least every three years.

Aim	Current Good Practice	Objectives	Actions	By	Target Date	Success Criteria
Increase access to the curriculum for pupils with a disability.	Various adjustments are in place to ensure that all pupils can access the full curriculum and out of school activities: Clear care plans, soft lighting, service level agreements with; Educational Psychology and Occupational Therapy. Close Links with the Disabilities team, additional/alternative swimming opportunities, additional/alternative games opportunities, use of IT software/access technology, hand rails, clear markings for differing levels, Regular visits from Autism Outreach and advisory teachers for the visual and hearing impaired, Pastoral and Wellbeing Lead/Inclusion Manager to liaise sensitively with parents with regards to the needs of their child, outdoor learning, diagnostic assessments, details transition arrangements with feeder infant school and local secondary schools.	Ensure that all classroom environments are fully inclusive in all lessons Improve information sharing when pupils with a disability joins the school	'Inclusive Classroom' audit tool to be shared with all staff and used when monitoring through learning walks and observations	SLT	Throughout the year 2024-2025	Monitoring shows consistent use of fully inclusive practice throughout the school Clear information is available about children prior to starting
Improve and maintain access to the physical environment	Building is adapted with ramps at entrance/exits, disabled/accessible toilet, hand rails at all steps, disabled parking bay.	To ensure that the building is maintained according to regulations.	Carry out Accessibility audit of school	SLT	From January 2025	Audit date to be set
Further raise the profile of Equality, Diversity, Inclusion and Justice across the school	EDIJ is explicit in the school curriculum School vision and values highlight EDIJ Assistant Headteacher work to design an inclusive curriculum	To ensure all school policies and procedures include EDIJ awareness.	All school policies to be read with an EDIJ focus	SLT	From January 2025	Policies reference and support EDIJ objective.
Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.	Use of coloured paper/overlays, enlarged materials/magnifiers, PC overlay settings, a range of IWB background settings, use of visual cues where needed, use of laptops/think pads/iPad with adjustable font size/colour, reduced quantity of literary output on modified worksheets. Ipad and enlarged font for pupil with visual impairment	To ensure the range of reasonable adjustments are consistent across the school/year groups.	Inclusion Manager to share findings from learning walks in PDMs per seasonal term.	SLT	Throughout the year 2024 -2025	Audit tool regularly carried out and actioned where necessary .

Feature	Description	Actions to be taken	Person Responsible	Target date
Parking bays	Yellow space at front of school	Keep clear for access when needed	Caretaker	Ongoing
Main Entrance	Slope into school	Keep clear for access when needed	Caretaker	Ongoing
Reception area	Office area and into school	Keep clear for access when needed	Caretaker	Ongoing
Corridors and cloakrooms	Variety of shapes and sizes	Keep clear for access when needed	All staff	Ongoing
Stairs	Some in Y4 and 5 areas	Keep clear for access when needed	All staff	Ongoing
Toilets	In all areas of school	Keep clean	Caretaker and house staff	Ongoing
Internal signage	Variety and in all areas	Keep visible	Caretaker and house staff	Ongoing
Emergency escape routes	Various places	Access at all times	All staff	Ongoing
School Hall	Large room at front of school	Access at all times	All staff	Ongoing
Canteen	Large room at back of school (infant)	Belongs to Infant school	Infant school	Infant school
Year 3	3 classes in a line in corridor	Access at all times	All staff	Ongoing
Year 4	3 classes in a line in corridor	Access at all times	All staff	Ongoing
Year 5	2 classes in a line, 1 slightly at tangent	Access at all times	All staff	Ongoing
Year 6	3 classes in newer part of school	Access at all times	All staff	Ongoing
Library	In Y3 area			
Fraser's Lab	In Y4 corridor			
Mac Suite	In Y4 corridor			
Learning Lounge	In Y6 corridor			
Reflective garden	Quadrant in middle of school.	Access is not required at all times.	Caretaker	
Music Room	In Y3 corridor			
Room 4	In Y4 corridor			
1:1 room (MAST office)	In Y3 corridor			

Year 4 outdoor area	Outside area	Access required at all time – no slope and leads into area of Infant school
---------------------	--------------	---

St Margaret's CofE Junior School Accessibility Plan 2024-2027

For the use of SLT and Governors 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans

DISABILITY AWARENESS / TRAINING	1	2	3	4	Comments
1. Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	√				
2. Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	√				
HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM?					
3. Do all staff seek to remove all barriers to learning and participation?	√				
4. Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	√				
5. Are all children and young people encouraged to take part in music, drama and physical activities?	√				
6. Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	√				
7. Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	√				
8. Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	√				
9. Do you provide access to appropriate technology for those with disabilities?		√			
10. Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	√				

HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT?

11. Do you have arrangements to provide information in simple language, symbols, large print for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√				
12. Do you have the facilities such as ICT to produce written information in different formats?	√				
13. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	√				
14. Is furniture and equipment selected, adjusted and located appropriately?	√				
15 Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		√			

IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?

	1	2	3	4	Comments
18 Are pathways and routes logical and well signed? (<i>both internal & external</i>)	√				
19 Do you have emergency and evacuation procedures to alert ALL pupils?	√				
20 Is appropriate furniture & equipment provided to meet the needs of individual pupils?	√				
21 Do furniture layouts allow easy movement for pupils with disabilities?		√			Size and layout of each classroom is different, but this is carefully considered when assigning classrooms
22 Are quiet rooms/calming rooms available to children who need this facility?	√				

St Margaret's CofE Junior School Accessibility Plan 2024-2027

GETTING TO THE BUILDING	Yes	No	N/A	Comments
23 Are car park spaces reserved for disabled people near the main entrance?	√			
24 Are there any barriers to easy movement around the site and to the main entrance?	√			
25 Are steps needed for access to the main entrance?		√		
26 Do all those steps have a contrasting colour edging?	√			
27 If there are steps, is a ramp provided to access the main entrance?	√			
28 Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	√			
29 Is it possible for a wheelchair user to get through the principal door unaided?	√			
30 If no, is an alternative wheelchair accessible entrance provided?			√	

INTERNAL FACILITIES	Yes	No	N/A	Comments
If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	√			
32 Do all internal doors allow a wheelchair user to get through unaided?	√ if open			
33 Do all the corridors have a clear unobstructed width of 1.2m?	√			
34 Does the school have a wheelchair accessible toilet?	√			
35 Does the school have accessible changing rooms/shower facilities?	√			

VERTICAL MOVEMENT					
36 How many storeys in the school? <i>Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey</i>	a	b	c	d	Single storey for pupils. Staffroom is upstairs

37 If the school is on more than one level, do the internal steps/stairs have contrast colour edgings?)	Staff room only upstairs			
38 Is there a continuous handrail on each internal stair flight and landing?	√			
39 Does the school have a lift that can be used by wheelchair users?	√			
40 Do you have any other sort of mechanical means provided to move between floors? If yes, please state?	Lift only			Belongs to infant school
41 Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	√			

SENSORY IMPAIRMENT	1	2	3	4
42 Are non-visual guides used to assist people to use the buildings?	No			
43 Could any of the décor be confusing or disorientating for pupils with disabilities?	No			
44 Is a hearing induction loop available (either fixed or portable) in the school?	Y		N	
45 Does the school have a "Soundfield" sound reinforcement system?	Y		N	
46 If there is a "Soundfield" system, in what area?				
47 Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	Partly – not in classrooms			