

**ST. MARGARET'S CHURCH OF ENGLAND**  
**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."

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*'.

**ACTION PLAN 2020-2021**

**Accessibility Plan**

**Protected Characteristic: Disability**

Main Priority	Action	Who	Resources	Target for completion	Action completed	Expected outcome/ Impact
<p><b>Ensure there is no discrimination based on disability within our policies and procedures.</b></p>	<p>All subject leaders to update impact assessments for curriculum area policies. Update impact assessments for other policies and procedures that have disability equality implications.</p>	<p>Subject leaders  Senior Leadership Team</p>	<p>Staff time</p>	<p>Autumn 2020</p>		<p>All impact assessments completed.  No discrimination in school policies.</p>
	<p>Accessibility Survey to be updated. Survey to be sent to all parents (see Appendix A of Equality Policy Document)</p>	<p>HT  Office</p>	<p>Accessibility Survey (Appendix A)</p>	<p>Autumn 2020</p>	<p>All parental responses were positive. New Parents yet to be surveyed.</p>	<p>Views acknowledged and responded to, improvements made where deemed necessary.</p>
<p><b>Ensure access to the curriculum for all children regardless of disability.</b></p>	<p>Monitor planning to ensure that it is differentiated for all children and resources available to the children to aid learning if required.  Continue to review provision for children with an identified disability to ensure needs are being met.</p>	<p>Subject leaders, class teachers, support staff, SENDCo</p>	<p>Everyday resources available in school E.g. - visual timetables in all classes - pencil grips - dyslexia friendly - ICT programmes in use -high needs funding</p>	<p>Ongoing monitoring</p>		<p>Progress of all children is maintained and/or improved.  Children have all the resources/equipment they need to access the curriculum.</p>

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<b>Promote positive attitudes towards disabled people.</b>	Ensure books and posters are visible around school, which portray positive images of disabled people	SEN Co HT	Funding	Autumn 2020		Increased awareness of others.
<b>Take steps to meet disabled people's needs.</b>	Maintain a database of disabled staff, students and parents.	HT	Staff time	Autumn 2020		Identification of specific needs in order to inform planned response to meeting needs.
	Re-examine and respond to information on disabled pupils.	All staff	Staff time Possible funding Staff time	Autumn 2020		Demonstrate existence of supportive learning environment.
	Signpost parents to appropriate support agencies and activities outside of school.	SEN Co HT Staff Support Agencies	Staff time	Ongoing		Parents made aware of appropriate support agencies and activities outside of school.
	Continue to link with Trinity School to provide further opportunities for children with physical and learning disabilities	JW SEN CO	LA funding Sports Premium	Ongoing		Wider opportunities available for children with physical and learning disabilities

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<b>Ensure access to the curriculum for all children regardless of disability.</b>	Continue to liaise with outside and external agencies to ensure the school has adequate provision of new resources / materials and up to date information about resources available to support the learning of all children and that resources are in place to support the needs of any children with specific disabilities, enabling them to access the curriculum inclusively.	SENCo, HT, LA external agencies	- Regular contact SEND / Behaviour support etc. - Purchase additional equipment / resources promptly to meet the needs of any new child	Ongoing		Children with any specific needs have appropriate equipment provided for them with the support of external agencies / advisory services.
	To use a range of visual, auditory and kinaesthetic teaching and learning strategies.	Class teachers, support staff	Potential training/resources if required	Ongoing		All learning styles are addressed effectively in a way that helps the children achieve their full potential.
	Chrome Books/IPADs/Laptops/PC to be available to aid the learning of children if and when required.	Class teachers / ICT subject leader	Laptops/PC use and possible upkeep	Ongoing		Chrome Books/IPADs/Laptops/PCs improve accessibility to curriculum and improve progress.
	Risk assessments to be completed on a regular basis for all external visits and trips through EVOLVE, and considerations made for needs of children.	All staff, Deputy Head, Office	Any new staff to be trained to use EVOLVE	Ongoing		All risk assessments are completed, checked and available to view on-line using EVOLVE. Needs of children result in potential changes to visits when necessary.
	To monitor the curriculum across school and ensure adjustments for effective accessibility are evident.	CB, ND	Staff time	Ongoing		Children with specific needs have equal access to the whole curriculum.

H Tait      December 2020

Passed by Staff:      December 2020

Passed by Governors:      December 20

Review:      November 2021