



St Margaret's Anfield CE Primary School

NAME OF POLICY: Accessibility Policy

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PRODUCED BY: R Crist

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Introduction

St Margaret's Anfield CE Primary School has adopted this Accessibility Plan in line with the school's SEND Policy. The aim of this is to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our SEND Policy outlines the school's provision for supporting pupils with special educational needs and disabilities. The school's publication of equality information and objectives, explains how we ensure equal opportunities for all our children, increased access to the curriculum, physical access to the school and access to information, particularly to children with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

The equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

St Margaret's Anfield's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.



The definition of disability under the law is a wide one. A disabled person is someone who has a:

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a hearing or visual impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs' Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We at St Margaret's Anfield plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

Our school fully supports the vision of Liverpool Children's Services Accessibility Plan and believes that all children and young people, have the right to be healthy, happy and safe; to be loved, valued and respected and to have high expectations for their future. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and/or cultural needs.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils.

This covers 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 aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs and information about the school and school events.



The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

The Accessibility Plan will be published on the school website and will be monitored through full Governing Body and SEND Link Governor. The school will work in partnership with the Local Authority in developing and implementing this accessibility plan.