

# St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" (John 13:34).  
Therefore, by faith and work, be the change you want to see.

With God, all things are possible.



## Accessibility plan

Mr M Griffiths

Date	Action	Review Date
November 2022	Adopted by Governing Body	November 2025
December 2025	Adopted by Governing Body	December 2028

## Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the schools Equality Policy & Action Plan and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA. This plan incorporates the school's intention to increase access to education for disabled pupils. St Margaret's Anfield CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs by:

- 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.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address priorities identified in the plan. In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

At St Margaret's Anfield CE Primary School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### **The Involvement of Disabled Children and Young People, Staff, Parents and Carers.**

The Accessibility Plan, has been informed by analysis of pupil & staff data, completion of an access audit and additional information gathered. All stakeholders were offered the opportunity to contribute to the policy. 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 DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities. We are committed to equal opportunities and inclusion.

This strategy should be considered alongside the following school policies, strategies and documents:

- Curriculum Policy
- Behaviour Policy
- Equality Policy
- Health and Safety Policy
- SEN/D Policy
- School Improvement Plan

St Margaret's Anfield CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their need through:

- Increasing access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. (If school fails to do this they are in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities of school's visits – it also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improving and maintaining access to the physical environment of the school, adding specialist facilities as necessary – this covers improvement to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and events. The information should be made available in various preferred formats.

### **Increasing the extent to which disabled pupils can participate in the school curriculum**

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the Local Authority and Additional Needs Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate. The School's Pastoral and SEN Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Occupational Therapists and Physiotherapists
- Learning Support Service
- Hearing and Visual Impairment Team
- Speech and Language Therapy
- Behaviour Improvement Team
- North Liverpool Learning Network
- LASC
- EAL service
- CAMHS
- Barnardos
- Educational Psychologist
- SENISS
- Seedlings
- Beautiful New Beginnings
- Together Trust
- OSSME
- Education Mental Health Support Team
- School health
- Police

### **Improving access to the physical environment of the school**

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by our School.

### **Improving the delivery of information to disabled persons**

Staff are aware of the services available for converting written information into alternative formats. The Accessibility Plan for physical accessibility relates to the Access Audit of the School which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be published on the school website. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Plan will be monitored through the Safeguarding and Standards Committee. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Priorities	Lead People	Strategy/Action	Resources Required	Timescale	Success Criteria
<b>1. To ensure and maintain the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</b>					
<b>Disabled Access</b>					
1a To maintain all of our disabled accesses for all of our school community	MG/VW	Working with property services, plan a scheme of work to ensure disabled access is appropriate.	Funding allocation from Main Budget and DFC	Ongoing	There are appropriate exits and entrances that are disabled friendly in all parts of the building.
<b>2. to increase the extent to which disabled pupils can participate in the school curriculum</b>					
2a continued training increasing access to the curriculum for disabled pupils	MG/TO	Comprehensive CPD package for all staff. Specific training for ASD, dyslexic, memory Other training to be facilitated based on a needs analysis	Staff Meeting Time CPD budget	In place and on- going	The needs of all learners are met due to the curriculum being adapted according and staff having the appropriate training.
2b Appropriate use of specialised equipment to benefit individual on pupils and staff		The following resources are available based on need Word processors	Specialist equipment as listed	In place and on- going	The needs of all learners are met.
2c Training for teachers on the curriculum and effective communication with parents	MG/TO MG/TO	Computer based programmes such as Nessy, RM Maths Sloping boards Coloured overlays Specially shaped pencils and grips Sensory equipment eg bands, fidget toys. Staff training on differentiating the curriculum.	Staff Meeting time SLT time	Ongoing Scaffold in place for all wider curriculum plans	Parents fully informed The needs of all learners are met Increased access to the curriculum for all learners
2d to ensure					Clear map across the curriculum

our curriculum resources include people with disabilities		TO and MG to support staff in meetings with parents of children with SEND		Ongoing	Resources in place
3. to improve the availability of accessible information for disabled pupils					
3a to ensure the availability of written material in alternative formats	MG/TO	Staff aware of services available. Disabled people aware of contact details	Cost of any translation	On-going when needed	Improve availability of information for parents – display and via the school app.