

ST MARGARET'S COLLIER STREET CE SCHOOL

ACCESSIBILITY PLAN

Review: May 2020

Agreed by Governors: July 2020

Next Review: July 2023

St. Margaret's Collier Street CoE Primary School

## Accessibility Action Plan

2020 - 2023

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Aims and Values

Inspire, Nurture, Discover

*'Learning as we grow. Growing as we learn. Rooted in Jesus.'*

*A rural community, learning and growing together, sharing the love of God. We believe that each individual will be inspired and nurtured so that they flourish in their learning, relationships and personal growth so that together we discover life in all its fullness.*

As an Anglican Church School, we create and sustain an ethos based on the Christian values of friendship, fairness, respect and helpfulness. We aim to nurture and develop positive spiritual, moral, social and cultural attitudes within our community. Religious Education and collective worship are central to the life of our school, whilst reflecting the rich variety of religious traditions and diversity of our society.

We provide a secure, happy and well disciplined environment in which individuals flourish. Our expectations for achievement are high. We inspire children to develop a love of learning, broadening their creativity and enabling them to discover their full potential. The curriculum will aid this by particularly focusing on:

1. Globalisation and interdependence
2. Identity and diversity
3. Concern for the environment
4. Self awareness and reflection /Empathy
5. Critical and creative thinking

Consequently, we prepare responsible and assured citizens who will make a valuable contribution to society of the future.

## School Accessibility Plan

To help draw-up an accessibility plan it will be helpful to carry out.

1. An audit of the accessibility of the building.

This will help identify and prioritise access issues around the physical environment. It will also suggest strategies for achieving these targets that can be reflected in a revised accessibility plan and shared with the local authority.

Support in carrying out an audit is also available from the Index for Inclusion (CSIE) [www.inclusion.org.uk](http://www.inclusion.org.uk) or Inclusion Quality Mark [www.publicsectormatters.com](http://www.publicsectormatters.com)

2. Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.

Support, advice and training on these issues can be sought from a number of services within the local authority and voluntary and community groups, including the School Improvement Service, Equalities officers, Special Educational Needs Team, Psychology and Learning team, Kent Disability Association and the DARE foundation (Disability and Rehabilitation Education).

3. The school is aware of the access needs of disabled children, staff and parents/carers.

The school begins by ensuring the information needs of existing disabled pupils are being met. It then goes on to consider what it would need to respond to the needs of future disabled pupils. It also remembers to consider the access needs of staff and parents/carers.

Actions	Impact	Deadline	Lead Officer	Indicator of Achievement	Review Progress 2022
<b>ACCESSIBILITY TO LEARNING</b>					
<b>a) increasing the extent to which disabled pupils can participate in the school curriculum;</b>					
Continue to ensure equality of access for all pupils and prepare them for life in a diverse society.	St. Margaret's CE School is a fully inclusive educational environment in which the celebration of diversity features	Ongoing. Reviewed annually.	Senco & SLT	Pupils feel included in all activities and play an active part in school life. Differences are celebrated.	.
Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.	All pupils are making good progress from their starting points. Progress of vulnerable groups is equal to the rest of the pupils.	Ongoing. Reviewed annually.	Senco & SLT	All pupils make good progress.	
Monitor achievement data by ethnicity, gender and disability and action any gaps.	All ethnic groups, those with disabilities and both girls and boys make similar progress.	Ongoing. Reviewed annually.	Senco & SLT, SEN Governor	Progress data shows equality by ethnicity, gender and children with SEN/vulnerable groups	

Actions	Impact	Deadline	Lead Officer	Indicator of Achievement	Review Progress 2022
<b>ACCESSIBILITY TO LEARNING</b> <b>a) increasing the extent to which disabled pupils can participate in the school curriculum;</b>					
Take account of the achievement of all pupils when planning for future learning and setting challenging targets	All pupils make good progress and are challenged by their targets.	Ongoing. Reviewed annually.	Senco Class teachers	Teachers/TA's have high expectations for all pupils.	
Continue to identify staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, aids, other assistance and support etc.	Staff feel empowered to teach all vulnerable children. Pupils make good progress.	Ongoing.	Senco/ Headteacher	Class teachers and teaching assistants attended course relevant to children's needs and disseminated with peers (TA & SENCo Meetings and Staff Meetings)	

Actions	Impact	Deadline	Lead Officer	Indicator of Achievement	Review Progress 2022
ACCESSIBILITY TO LEARNING					
<b>a) increasing the extent to which disabled pupils can participate in the school curriculum;</b>					
Ensure that pupils have a voice in decisions that affect them.	Pupil voice is central to school life and informs policy and practice.	Ongoing. Reviewed annually.	Senco SLT Governors	Pupil voice is used when evaluating interventions and school council.	
Continue to seek to involve all parents in supporting their child's education.	All parents see themselves as partners in their child's education and support children's learning.	Ongoing. Reviewed annually.	Senco Governors SLT Parents PTA	All parents work in partnership with the school to bring better outcomes for pupils. Parental questionnaire will give an indication of this.	

Actions	Impact	Deadline	Lead Officer	Indicator of Achievement	Review Progress 2022
<b>ACCESSIBILITY TO LEARNING</b>					
<b>a) increasing the extent to which disabled pupils can participate in the school curriculum;</b>					
Use specific strategies such as flexible or shared timetabling, breakfast club, counselling provision, access to therapy, to enhance attendance and participation	The attendance of vulnerable groups improves. All pupils participate in a range of activities.	Ongoing. Reviewed annually.	SENCO SEN Governor	Attendance for all groups is high. All pupils from vulnerable groups participate in a range of school clubs and extracurricular activities	
Consider how classroom/group organisation has been targeted to ensure that all pupils achieve increased levels of school success. (e.g. EEF Evidence of groupings)	All pupils make good progress.	Ongoing. Reviewed annually.	Teachers, Senco to advise and monitor.	All pupils thrive because the environment is suited to their needs. At Progress Review meetings, groupings are discussed.	

Actions	Impact	Deadline	Lead Officer	Indicator of Achievement	Review Progress 2022
<b>ACCESSIBILITY TO LEARNING</b>					
<b>a) increasing the extent to which disabled pupils can participate in the school curriculum;</b>					
Ensure all disadvantaged pupils continue to make progress in line with their peers at this school and at least in line with national average.	Pupil Premium pupils make progress in line with school and national averages.	Ongoing and continuous.	Senco, SLT Teachers	Progress data Pupil surveys	
Ensure that attendance is high for all groups of pupils.	Average attendance is over 95% for all groups	Ongoing and continuous.	All stakeholders.	Attendance data	

Actions	Impact	Deadline	Lead Officer	Indicator of Achievement	Review Actions December 2020
<b>THE PHYSICAL ENVIRONMENT</b>					
<b>b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;</b>					
<p>Ensure that all building work has considered Accessibility guidance. Share accessibility toolkit with relevant personnel and contractors to ensure any works maintain or improve accessibility.</p>	<p>DDA is maintained or improved.</p>	<p>Ongoing</p>	<p>School Business Manager</p>	<p>On-going improvements in access to all areas where feasible when undertaking routine and maintenance works.</p>	
<p>When applicable ensure that all disabled pupils can be safely evacuated.</p> <p>a) Put in place Personal Emergency Evacuation Plans for all disabled children b) Ensure all staff are aware of their responsibilities under the PEEPs</p>	<p>Disabled children can be safely evacuated from the building.</p>	<p>Ongoing as any disabled pupils are admitted</p>	<p>SENCO</p>	<p>Successful evacuation during fire drills.</p>	

Actions	Impact	Deadline	Lead Officer	Indicator of Achievement	Review Progress December 2020
<b>ACCESS TO INFORMATION</b>					
c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.					
Ensure equal access to information for parents, regardless of disability or internet access. Monitor written information from school (including reports) to ensure accessibility to a wide range of diverse needs and abilities.	All parents feel equally informed and included.	Ongoing	Senco School Office	Parent surveys Stakeholder requests to School Office /Teachers	
Consider how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.	All parents feel equally informed and included.	Ongoing	Senco School Office	Parent surveys Stakeholder requests to School Office /Teachers	

Actions	Impact	Deadline	Lead Officer	Indicator of Achievement	Review Progress December 2020
<b>RACE</b>					
<b>d) Promote attitudes and values, including identified British values, that will challenge racist and other discriminatory behaviour or prejudice</b>					
Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.	Pupils are proud of their backgrounds and celebrate their diversity.	Ongoing	Senco, SLT, Governors monitor EAL pupils achievement and monitor parent engagement/ needs with regular communication and parents evenings	Pupil and parent surveys. Worship World Week	
Record racist incidents and report them to the local authority on a regular basis.	Incidents of racial prejudice are reduced.	Ongoing	Senco DSL SLT	Pupil and parent surveys In school records	
Review extra curricula clubs and activities to ensure that there is equality of access for all pupils	All pupils have equality of access to all opportunities	Ongoing	Senco Sports and Club leaders	Pupil and parent surveys Feedback to school	

Actions	Impact	Deadline	Lead Officer	Indicator of Achievement	Review Progress December 2020
<b>RACE</b> d) Promote attitudes and values, including identified British values, that will challenge racist and other discriminatory behaviour or prejudice					
Ensure that all new staff are employed with regard to equality of opportunity regardless of race or background.	Staff reflect a range of diverse ethnic backgrounds, race and genders.	Ongoing	SLT Governors	Staff surveys Open access and fair recruitment Personnel Policies & due diligence	
Ensure that displays, curriculum and resources reflect diversity.	Displays and resources reflect diversity whilst promoting British Values	Ongoing	SLT Governors	Learning walks External visitors	

**GENDER**

Continue to investigate any disparities in performance of these groups.	All groups make similar progress. Gaps in attainment are reduced.	3 x per year at assessment times and during Pupil Progress meetings.	Senco SLT Governors	Pupil Progress Meetings Learning & Development Committee	
When reviewing existing policies and implementing new policies, procedures and practices, consider gender equality.	All groups make similar progress. Gaps in attainment are reduced.  Teaching style is suited to pupil learning styles.	Continuous.	Senco SLT Governors	Policies. Quality First Teaching.	
Ensure all new staff are employed with regard to equality of opportunity, regardless of gender.	The school offers a mix of both male and female role models.	Ongoing.	SLT Governors	Fair recruitment process and adherence to Personnel Policies	