

## St Margaret's at Hasbury Primary Accessibility Plan 2021 – 2023

### Accessibility Plan



LIVING LIFE IN ALL ITS FULLNESS

Aims and Steps to Success	Date	Staff	Resources	Impact Measures
<b>Strand 1: Increase access to the curriculum for pupils with a disability</b>				
<p><b>Ensure that reasonable adjustments are made so that all pupils access a curriculum appropriate for their needs.</b></p> <ul style="list-style-type: none"> <li>• All staff will consider the needs of pupils in their care, when completing medium and short term planning</li> <li>• Medical training is up to date for relevant staff.</li> <li>• Discussion with parents/carers during nursery interviews</li> <li>• Discussion with parents/carers of new pupils</li> <li>• Involvement of outside support agencies</li> <li>• Whenever possible, pupil voice gained</li> </ul>	On-going	All staff	Time for medical training/additional course costs if applicable	Reasonable adjustments made so that all pupils access an appropriate curriculum
<p><b>Closely monitor core subject data for pupils with disabilities to ensure progress and achievement.</b></p> <ul style="list-style-type: none"> <li>• Individuals/groups of children discussed during EYFS, KS1 and KS2 progress meetings</li> <li>• Any concerns discussed with SENCo</li> <li>• Interventions in place as appropriate and clear review date set.</li> <li>• Involve pupil and parents/carers/outside agencies if necessary.</li> </ul>	On-going	All staff	Interventions	<p>Progress of pupils with disabilities closely monitored.</p> <p>Interventions in place with clear exit plan.</p> <p>Support network put in place if necessary.</p> <p>Additional review meetings with parents</p>
<p><b>Ensure pupils with disabilities have full access to ICT.</b></p> <ul style="list-style-type: none"> <li>• Assess pupil needs in terms of physical access, ICT software, time</li> </ul>	Reviewed throughout the year	Computing subject leader	ICT equipment	Full and purposeful access to ICT for all pupils with disabilities.

<ul style="list-style-type: none"> <li>Continually review location of C Touch screens, large keyboards and roller ball in terms of pupil needs</li> <li>Risk assessments in place for all identified pupils</li> </ul>				
<p><b>Ensure that pupils with disabilities have equal access to extra-curricular activities.</b></p> <ul style="list-style-type: none"> <li>PE Lead to collate numbers of pupils with SEN accessing extra-curricular activities</li> <li>Class teacher/TA to ensure that information regarding extra-curricular activities is given to pupils and, if necessary a note made in home/school diary.</li> <li>Person responsible for organising activity to ensure that pupils have an equal opportunity for participation</li> <li>Person responsible for organising activity to liaise with SENCo/parents so that support is in place.</li> </ul>	On-going	PE Lead Class teacher/TA SENCo/Inclusion Manager/Sports Coach	Lists of attendees	<p>Pupils with disabilities given all information regarding extra-curricular activities.</p> <p>Pupils with disabilities given equal access to extra-curricular activities.</p> <p>Support in place, if necessary, for pupil participation.</p>
<p><b>To develop a range of learning environments and experiences in response to children's needs.</b></p> <ul style="list-style-type: none"> <li>Continually assess indoor and outdoor learning environments</li> <li>Consider individual pupils' needs – use of work stations, quiet areas and practical equipment</li> </ul>	On-going	All staff	Individual workstations	Children able to access a range of learning environments and experiences. Eg. Work stations as appropriate, all phases outdoor areas, Forest School area, dyslexia and visual resources.

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<b>Strand 2: Improve and maintain access to the physical environment</b>				
<b>To review accessibility to all areas of school.</b> <ul style="list-style-type: none"> <li>Walk around the building and the outside areas carried out focusing on accessibility to both inside and outside environment.</li> </ul>	On-going	HT/Business Manager/Site Manager		Accessibility to all areas of school environment evaluated.
<b>To ensure that all disabled pupils can be safely evacuated.</b> <ul style="list-style-type: none"> <li>Evacuation plan (PEEP) in place for identified children</li> <li>Named adult to take control of child's evacuation</li> <li>Individual evacuation plan incorporated into regular fire practice</li> </ul>	On-going  Reviewed each term	Identified adult	Allocated members of staff	Individual plans in place for identified children and named adult fully aware of procedures.
<b>All outdoor steps clearly marked and visible.</b> <ul style="list-style-type: none"> <li>Site manager to repaint all yellow lines on outdoor steps.</li> </ul>	Beginning of the year	Site Manager	<b>Paint</b>	All yellow lines repainted on outdoor steps.
<b>The school is fully aware of the access needs of disabled children, staff, parents and carers.</b> <ul style="list-style-type: none"> <li>Access needs are discussed with parents and support agencies upon a child's entry to nursery/reception</li> <li>Access to physical environment is discussed with parents during reviews/parents' meetings.</li> <li>Consult parents, via newsletter, to ensure that their access needs are considered</li> </ul>	On-going	HT		Children's access needs addressed and all staff aware.  Staff/governors' access needs considered.  Parents' and carers' needs considered.
<b>To ensure that all classroom equipment and resources are accessible for all pupils.</b> <ul style="list-style-type: none"> <li>SLT to carry out learning walk, focusing on accessibility of classroom resources and equipment</li> <li>SLT to discuss any issues with staff</li> <li>1:1 support staff to identify any issues.</li> </ul>	On-going	SLT  Class teachers and TAs	Appropriate resources	Classroom resources accessed by all pupils.
<b>Wheelchair access in KS1 and KS2.</b>	Checks carried out at	HT/Site Manager	Maintenance charge	Easy access for wheelchairs to the classrooms due to ramps and lifts.







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<b>Strand 3 Improve delivery of information</b>				
<b>Visual timetables in all classrooms and individual desktop timetable in place for identified children.</b> <ul style="list-style-type: none"> <li>• Pictures/symbols for timetables in SEND folder in TEAMS</li> <li>• All staff to check timetables are clearly visible to all children</li> <li>• Children needing individual timetables are discussed during hand over meeting.</li> <li>• Pupil profiles and provision maps reflect the need for a visual timetable.</li> </ul>	On-going	All staff SENCo/Inclusion Manager	Visual prompts/symbols	All children having access to a meaningful timetable.
<b>Ensure that school website is continually updated so that parents are able to access current policies and plans.</b> <ul style="list-style-type: none"> <li>• Links in place to all relevant policies and plans</li> <li>• Parents informed via newsletter.</li> </ul>	On-going	HT/Office staff	HT/Business Manager	Parents able to access policies and plans via school website.
<b>Ensure that all information sent to parents/carers is in a format relevant to their needs: large print, Braille, other languages.</b> <ul style="list-style-type: none"> <li>• Audit to establish needs of parents</li> <li>• Office to keep up to date records of specific needs</li> <li>• Seek advice from outside agencies, if necessary</li> </ul>	On-going	Office staff		Parents/carers receiving information which is accessible to them
<b>Written materials in alternative formats</b> <ul style="list-style-type: none"> <li>• Contact Kim Fisher (Physical, Sensory and Medical Services)</li> <li>• Apply for adapted paper as and when necessary i.e. for SATs in Year 2 and 6</li> <li>• Liaise with outside agencies for disabled pupils as necessary e.g. Service for Visually or Hearing Impaired Pupils</li> <li>• Take up any training required for working with any pupil with disabilities</li> </ul>	As and when needed	SENCo	Adaptations as required from services  Time for liaison with services	School continues to make itself aware of LA service for conversion of written information into alternative accessible formats and accesses as required.  Good links with outside agencies to continue via SENCo/Inclusion Manager
<b>Ensure school has adequate signage for ease of movement around the building</b> <ul style="list-style-type: none"> <li>• Audit of signage needs takes place when required</li> <li>• Supplier to make signs</li> </ul>	On-going	Business Manager/ Site Manager	Cost of Signs	School displays signs indicating directions to facilities

<ul style="list-style-type: none"> <li>• Take advice re Emergency exit signage</li> </ul>				
<p><b>For school to promote the difference and diversity of our community</b></p> <ul style="list-style-type: none"> <li>• Promote British Values and ensure the pupils understand these</li> <li>• Audit of curriculum, identifying opportunities to promote diversity</li> <li>• Explore diversity within PSHE/RE/CW</li> </ul>	Autumn 2021	PSHE/RE subject leader	Purchase of posters, books etc. RE/PSHE budgets	<p>The school will promote this by: Embracing the Rights Respecting agenda and continue to work as a Rights Respecting school Promote British Values through the curriculum and ethos Having positive images of difference and diversity Invite guest speakers to work in the classroom. Include lessons on this in PSHE/RE and other places of worship Arrange for staff visits to other schools to share good practice (Partnerships with Halesowen, Cradley and St James C of E Primary schools)</p>
<p><b>Staff to ensure information is presented to groups in a way that is user friendly for people with disabilities e.g. reading aloud, overhead projections and describing diagrams.</b></p> <ul style="list-style-type: none"> <li>• Support to individual staff through consultation with SENCo/outside agencies</li> <li>• Feature on provision maps and on planning</li> <li>• Tasks are suitably scaffolded</li> </ul>	On-going  Provision maps to be reviewed termly	SENCo/Inclusion Manager/Class teacher	In Print Cost	The staff will be aware of the varying needs of people with disabilities and be able to present information in a user friendly way