



# Lady Margaret School

## Accessibility Plan

Reviewed: February 2016

Next Review: Spring 2019

### 1. Aims of the School

The School aims to provide its pupils with a sound education in accordance with Church of England principles. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers. We seek to offer a safe, caring and intellectually demanding environment to enable all our girls to benefit fully from a sound secondary education. The school has a sense of joy about it and we are very proud of our motto,

I have a goodly heritage

### 2. Principles

The aim of the Accessibility plan is to meet statutory requirements under the Equality Act 2010. The Department for Education (DfE) has published advice on the Equality Act, which explains that schools must have an accessibility plan 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
- Improving the availability of accessible information to disabled pupils

### 3. Purposes

Lady Margaret School will ensure all students:

- ✓ can access their learning
- ✓ are supported and challenged appropriately
- ✓ have equal physical access to all areas of the school buildings

#### 4. Definition

Definition of disability (Equality Act 2010)

*“A person has a disability if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities”*

The Equality Act 2010 protects people from discrimination, victimisation and harassment on the basis of the following characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership (protection against direct discrimination only)
- Pregnancy and Maternity
- Race
- Religion or (non-belief)
- Sex
- Sexual Orientation.

The new Public Sector Equality Duty requires all public authorities to have regard to the need to:

- Eliminate discrimination and other conduct prohibited by the Act
- Advance equality of opportunity;
- Foster good relations.

*Individual needs* - Priorities in this protocol will change to accommodate the changing needs of individuals.

*Compliance* - Health and Safety requirements are met through on-going training of relevant staff in:

- manual handling
- use of Evacuation chairs/access equipment
- Fire Marshalls
- medical advice & training from outside specialist medical staff working with identified students with serious medical conditions

The accessibility protocol and plan should be read in conjunction with other policies, including:

- Equal Opportunities
- SEN Policy
- Anti-Bullying Policy

## 5. Targets and Objectives

Target	Strategy	Outcome	Timeframe	Achievement
To ensure we provide excellent education for all girls in a safe, supportive learning environment that meets their individual needs	Modular data tracking of attainment, engagement in learning, attendance, punctuality and behaviour	All staff work to support student achievement in a safe environment focused on learning	Half termly reviews	Ongoing high outcomes for all individuals and all groups of pupils
To provide training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to meet the requirements of disabled or SEN children's needs with regards to accessing the curriculum	Termly/Yearly	Increase in access to the National Curriculum and increase in pupil achievement
To strengthen and develop literacy and numeracy for the most vulnerable students	Develop curriculum support sessions	Accurate records on literacy and numeracy development held through curriculum support	Termly/Yearly	Increase in levels/grades across all Key Stages
To provide training for teachers, HLTAs and LSAs on working together to deliver fully differentiated curriculum elements	Review the specific needs for SEN pupils  Develop a learning support/SEN handbook	Teachers aware of relevant issues and appropriate strategies to support SEND. LSAs familiar with SoW & how best to support identified pupils in class	Termly/Yearly	Improved teacher-LSA subject liaison. Increase in pupil achievement
To monitor the effectiveness of SEN provision	Modular data tracking for pupils with SEN  Use of DSI	Improved focus on SEN needs to ensure progression and attainment	Termly review	Improved achievement for SEN pupils
To adapt resources and pedagogy to meet needs of all students, including PP and most able, including	Provide homework club, resources & interventions.  Provide appropriate aids as necessary (eg	Whole school community is aware of issues relating to Curriculum Access	Termly review	Improved pupil achievement, continued closing of the gap for PP pupils

reasonable adjustments to provide auxiliary aid or services as necessary	visual support for dyslexic pupils, laptops for classrooms, etc)			
To assess the impact of strategies to improve the achievement and attendance of disabled students	Flexible timetabling, counselling provision, first day absence response offered for medical or disability needs	Pupils tracked and monitored so no-one missed or overlooked	Termly review	Improved attendance, engagement in learning, achievement
To consider curriculum choice and flexibility in order to enhance access to appropriate qualifications and attainments	Annual review of all courses and accreditations to best meet pupil needs and support success	Improved personalised curricular offer	Termly review	Improving pupil achievement
To promote positive role models of adults/children with disabilities to encourage success and achievement	Use of assembly and Christian values Issues raised in curriculum areas, positive images in display materials	Increase positive images (of disability, ethnicity) in displays in classrooms, corridors	Termly review	Improved engagement in learning through improved confidence for those with disabilities
To continue to ensure that parents and carers see themselves as partners in their children's education and actively support the school	Develop EPRA events to engage parents in raising achievement and celebrating in their child's success	Parents can access school through the website, weekly mentions and through email contact with staff	Termly review	Improved parental engagement

## 6. Identifying Barriers to Access: A Checklist

As part of our accessibility policy we audit the following:

- ✓ Is the school designed to meet the needs of all students?
- ✓ How well does the school deliver the curriculum to all students?
- ✓ How well does the school deliver materials in accessible formats?

<b>Is the school designed to meet the needs of all pupils?</b>		
Question	Yes/No	Action required
Does the layout of all buildings/ areas allow access for students?	Y	Access is suitable for the students on roll at the moment. Would re-visit if need became known to us
Can students who use wheelchairs move freely around the school?	N	Currently no pupils or staff use wheelchairs. Would re-visit if need became known to us
Are toilet facilities sufficiently large to accommodate a hoist and changing bed if needed?	N/A	
Are showers available?	Y	
Are pathways around the school safe and well signed?	Y	
Are parking arrangements appropriate and safe?	Y	
Are emergency and evacuation systems appropriate for all students?	Y	
Are alarms accessible to all students (ie via flashing lights as well as sirens)?	Y	
Are signs suitable for those with sensory impairment (ie using Braille, tactile surfaces, or audio)?	N	No visually impaired pupils or staff currently. Would re-visit if need became known to us. No audio signage necessary.
Are signs clear and simple?	Y	
Does school décor provide appropriate contrast and harmony for students with visual impairment, autism or epilepsy	Y	
Are all areas well lit?	Y	
Is furniture and equipment selected, adjusted and located appropriately?	N	This could be made available if needed.

<b>How well does the school deliver the curriculum to all pupils?</b>		
Question	Yes/No	Action required
Do teachers and teaching assistants have the necessary training to teach and support SEND pupils?	Y	
Are classrooms optimally organised for SEND students?	Y	
Do lessons provide opportunities for all students to achieve?	Y	
Are all students encouraged to take part in music, drama, and physical activities?	Y	
Do staff recognise and plan for the additional time and effort	Y	

needed by some SEN students?		
Do staff plan for the additional time required by some SEN students to use equipment?	Y	
Are SEND students who cannot participate in particular activities given alternative experiences?	Y	
Are school visits accessible to all students?	Y	This provision is checked and considered as part of any RA to judge suitability for inclusion on the trip
Do all staff strive to remove barriers to learning and participation?	Y	
Do staff have high expectations for all students?	Y	

<b>How well does the school deliver materials in accessible formats?</b>		
Question	Yes/No	Action required
Are staff familiar with the technology and practices to assist those with SEND?	Y	
Does all written communication follow an agreed house style using an appropriate font and size?	Y	
Does the school liaise with support services and other agencies to provide accessible information for students, parents and carers?	Y	
Does the school ensure that information is presented in lessons and at parents' meetings in a user-friendly way?	Y	