



Lady Margaret School

Accessibility Plan

Reviewed: February 2019

Next Review: Spring 2022

1. Aims of the School

As a school, we aim to give all our students a 'goodly heritage': an exceptional education, a wide range of opportunities and extra-curricular activities, and a chance to contribute to and be part of a strong community.

As a Church of England academy, we are rooted in our Christian faith, and welcoming to all. We encourage an understanding of the meaning and significance of faith, and our Christian values underpin how we work together as a community.

Aims:

1. To provide an exceptional education, with outstanding Teaching and Learning
2. To develop our students into confident, curious and compassionate young adults
3. To develop a staff team who model high expectations and who work together and support each other
4. To sustain the financial stability of our school
5. To sustain and develop our Christian ethos, as a community rooted in our faith and welcoming to all

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

As a school we will audit our accessibility to improve access to the curriculum for students with special needs and disabilities. The school will continue to seek and follow the advice of professionals working in education to ensure barriers to learning are reduced and enable pupils to

reach their full potential. This Plan operates alongside the school's SEND policy and is consistent with it in terms of principles and approaches to resourcing.

3. Purposes

At Lady Margaret School we will:

1. Ensure that all students can access their learning
2. Ensure that all students are supported and challenged appropriately
3. Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
4. Establish a culture of mutual trust and respect between all members of Lady Margaret School.
5. To build a community that celebrates achievement at all levels.

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
- carrying out Fire Marshal duties
- medical advice & training from outside specialist medical staff working with identified students with serious medical conditions

5. Role of Key Personnel

Governors

The Governing Body monitors and reviews the Accessibility Plan on a regular basis, which must be at least every three years. They ensure the School's inclusion of students with disabilities meets all aspects of the law.

The School Leadership Team

The Headteacher and other members of the School Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with what are termed, 'protected characteristics' in almost every area of life. The Headteacher and SENDCo are responsible for ensuring the implementation of all policies and the full development of a strong ethos of inclusion, within all aspects of the life of the school.

All Staff

It is the duty of all staff and everyone working in the school to implement the policies and continue to develop inclusive practices.

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

- Single Equalities Policy
- SEND Policy
- Behaviour for Learning Policy
- Admissions Policies
- Supporting Students with Medical Conditions Policy

6. Staff Recruitment and the Needs of Existing Staff

Staff recruitment and employment decisions will be made on the basis of fair and objective criteria. This is in line with the school's Single Equalities Policy which specifically states that the Governors are equal opportunities employers and are committed to ensuring that, within the framework of the law, the school is free from unlawful or unfair discrimination on the grounds of gender (incl. gender reassignment), ethnic origin, nationality, age, marital status, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

The requirements of job applicants and existing members of staff who have, or have had, a temporary or permanent disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, school employment. Where new health needs are identified for existing staff, the

appropriate staff are informed and every effort is made to support the staff member and promote their safety and well-being. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that staff with disabilities can participate fully. Short term mobility needs are considered and, where necessary or appropriate, help and guidance will be given.

7. Identifying Barriers to Access: A Checklist (Monitoring Processes)

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?