



St Margaret Mary Primary School

ACCESSIBILITY PLAN

2016 – 2019

Head teacher

Chair of Governors

Signed:

Signed:

Date:

Date:

This plan will be reviewed and adjusted as necessary on an annual basis. A new Accessibility Plan will be drawn up every three years.

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I. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEN.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEN route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing special educational needs statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not

have a statement of SEN (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In St Margaret Mary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's Special Educational Needs (SEN) policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

St Margaret Mary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION

The school is situated in an area of mixed housing and has high indicators on the Multiple Index of Deprivation.

Data collated from the catchment area (Botcherby, Currock, Harraby and Upperby, SDI 3) shows that we rank highly on

- overcrowded households
- eating less than 3 pieces of fruit daily
- obesity
- poor mental health
- not economically active households
- alcohol abuse

The learning climate is good; expectations are high and consistent, supported by the school's positive behaviour policy.

Base line assessment of children on entry Nursery is below national expectations. Attainment reflects a very wide spread of ability particularly in Personal, social and emotional development and particularly in communication, language and literacy which are significantly low.

As a school facing some challenging circumstances there are a number of barriers to raising achievement. However, the school is tireless in seeking to dismantle all of the barriers and give pupils the best possible opportunities to achieve highly and to be successful citizens able to make their own way in the next stage of their education and contribute positively to society.

The majority of parents are supportive and some have high aspirations for their children. But we have a number of hard to engage families who do not aspire for their families or themselves to engage in further and higher education.

The school works hard to get parents actively involved in their child's education and to broaden horizons and raise aspirations for both children and their families.

The school has close partnerships with many other Carlisle schools and is a partner with James Rennie Special School and the Gilford Centre Pupil Referral Unit. The Carlisle Primary Schools family is a cohesive group who work closely together sharing many joint policies.

The partnership with the feeder Secondary schools has been strengthened with transition projects, and there is a joint aim of raising standards across all schools through joint work on key priorities. Head teachers meet every half term to strategically plan for school improvement. This resulted in a joint

INSET day and the formation of year group networks to offer support now that Primary Strategies have ceased.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

At the least the large majority of LDD / SEN pupils are making good progress with some children with more complex difficulties making good accelerated progress across a range of subjects. Most significantly children make good progress in creative subjects and CPSHE

St Margaret Mary Catholic Primary School:

- *has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;*
- *is committed to identifying and then removing barriers to disabled students in all aspects of school life;*
- *values the individual and the contribution they make to all aspects of school life;*
- *will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;*
- *acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;*
- *will continue to focus on removing barriers in every area of the life of the school;*
- *is committed to embracing equal opportunities for all members of the school community.*

7.2 Information from Pupil Data and School Audit

In order to ensure that our data is up to date and accurate we will:

- *liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;*
- *implement a system that allows parents to inform us if they themselves have a disability – key worker interviews;*
- *identify early on in their school career any obstacles to the effective learning of disabled students;*
- *use all available data to inform the planning of individual student learning patterns;*
- *use information supplied via previous LA Asset management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.*

7.3 Views of those Consulted during the development of the Plan

St Margaret Mary Catholic Primary School will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that St Margaret Mary School provides the best choices for children wanting to enrol here;
- consult the full governing body/SEN governor/relevant sub-committee;
- consult staff including specifically SENCo, Key Stage Leaders, safety committee;
- set up a structure to allow the views of students, both able and disabled to be taken into account;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

8. SCOPE OF THE PLAN

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

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND).

The school plans to increase 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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

- *St Margaret Mary School will consider ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges through Children's University scheme*
- *St Margaret Mary School will consider threats to participation and make sure they have been analysed using risk assessment proforma and action taken to reduce those identified risks;*
- *St Margaret Mary School will identify how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;*
- *St Margaret Mary School will decide how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy and first day absence response.*
- *St Margaret Mary School will have consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;*
- *St Margaret Mary School will have consideration of the school response to pupils through the application of the SEN Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;*
- *St Margaret Mary School will have consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;*
- *St Margaret Mary School will 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, signing, personal hygiene support etc. has been identified and supported;*

- *St Margaret Mary School will identify pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them*
- *St Margaret Mary School will proactively take action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;*
- *St Margaret Mary School will try to ensure that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education – through an updated home school agreement and wellbeing meetings termly;*
- *St Margaret Mary School will enhance the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities*

8.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

The following areas will be included in plans:

- *Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.*
- *Changes outside of the school building e.g. provision of disabled parking etc.*
- *Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.*
- *Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.*
- *Improvements of storage implications for wheelchairs and other mobility devises.*

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

St Margaret Mary School will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The Governors wish to:

- *Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.*
- *increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.*
- *Identify how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.*

- Identify how textbooks and other pupil information are selected and provided to meet a diversity of pupil need.
- Ensure the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

8.4 Financial Planning and Control

The Head teacher with Senior Leadership Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

St Margaret Mary School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

The St Margaret Mary School Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plans to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary on an annual basis. A new Accessibility Plan will be drawn up every three years.

9.2 Monitoring

St Margaret Mary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors will monitor through:

- success in meeting identified targets;
- changes in physical accessibility of school buildings;
- questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the schools ability to promote access to educational opportunities for pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;
- recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for pupils with disabilities;
- pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- Ofsted inspections that identify higher levels of educational inclusion.

9.3 The role of the LA in increasing accessibility

Governors will also evaluate the impact the County Council has had upon supporting the school to achieve successful implementation of their accessibility plan (where relevant). This will include identifying how the County has:

- *provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of County Council provided information, etc.;*
- *promoted collaboration through the provision of information aimed at sharing good practice;*
- *encouraged liaison between special and mainstream schools to share expertise and pupil placement;*
- *ensured that schools are aware of support services that provide advice to schools and staff;*
- *provided specialist help to identify ways forward in increasing the inclusion of all pupils;*
- *linked building adaptations to refurbishment and capital building works;*
- *informed schools how information can be provided in a number of different formats.*

9.4 Accessing the School's Plan

This will be done through:

- *presentation in a section on the school website open to all visitors to the site;*
- *mention in the head teacher's newsletter of the availability of the plan;*
- *Open evening/parents' forum with this as a theme.*

We will ensure that the plan is available in different formats where requested.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools including special schools;*
- *seeking support/advice from outside the school, from services, other agencies and organisations;*

10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Teaching and Learning Policy
- Single Equality Scheme, Policy/Objectives
- Health & Safety
- Special Educational Needs
- Educational Visits
- Whole School Behaviour
- School Development Plan
- Asset Management Plan
- Complaints Policy

St Margaret Mary School Accessibility Plan

In drawing up this Accessibility Plan, the following were consulted:

- *Full Governing Body/SEN Governor/relevant sub-committee (safeguarding / curriculum/ premises)*
- *Staff (teaching and support)/SENCo/Deputy Head/*
- *Parents/carers/community groups*
- *Others*

The plan was approved by the governing body on: DATE

Date of Accessibility Plan: DATE

Date for next Review: DATE

Senior Member of staff responsible for the Plan : Chris Wilkins

Governors & Committees responsible: *Chair of Governors, with the Vice Chair of Governors, the Senior Leadership Team*

- *Buildings Committee*
- *Curriculum Committee*
- *Finance Committee*

ST MARGARET MARY CATHOLIC PRIMARY SCHOOL ACCESSIBILITY PLAN 2016 - 2019

IMPROVING THE CURRICULUM ACCESS AT St Margaret Mary School

Target	Strategy	Outcome	Timeframe	Achievement
Revised training for all staff in teaching children with a hearing impairment.	Hearing Impaired Service to lead training in use of transmitter and general understanding of the needs of a hearing impaired child.	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Autumn 2016	Hearing impaired child is successfully included in all aspects of school life.
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Autumn 2016	Children with ASD are successfully included in all aspects of school life.
All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Autumn 2016	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	Summer 2017	Society will benefit by a more inclusive school and social environment
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed Annually	Children who need individual adult support to participate in some activities have access to this support.

STMARGARET MARY PRIMARY SCHOOL ACCESSIBILITY PLAN 2016 - 2019

IMPROVING THE PHYSICAL ACCESS AT ST MARGARET MARY SCHOOL

	Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as finances allow.	Autumn 2018		
	Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	To be moved to wheelchair height, as finances allow.	Autumn 2018		
N/A	Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none">▪ PEPs to be developed for all pupils with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments.▪ General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs.▪ Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered.	Ongoing from Summer 2017		

ST MARGARET MARY SCHOOL ACCESSIBILITY PLAN 2016 - 2019

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT ST MARGARET MARY

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	September 2016	Parental opinion is surveyed and action taken appropriately.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	Autumn 2017	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Ongoing from Autumn 2017	School is more effective in meeting the needs of pupils.
The school moves towards an electronic method of reporting to parents INCLUDING texting and payment.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Autumn 2016	The school is able to move forward with electronic reporting to parents.

