



ST MARGARET'S
SCHOOL

Accessibility Plan

2022 - 2024

Reviewed and updated September 2022

Accessibility Plan 2022 - 2024

Ethos and aims

St Margaret's School (the "School") strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

This policy should be read in relation to:

- Special Educational Needs and Disabilities Policy
- Admissions Policy

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum by consideration of the physical learning environment, (specific educational accessibility considerations are noted separately in our SEND Policy)
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Prospective Pupils

St Margaret's School is a selective school and admission to the School depends upon the prospective pupil showing the potential to fully benefit from the education offered.

The School asks parents to complete the Registration Form and to disclose whether their child has a disability, special educational need or medical condition. Where a disability is disclosed the parents will then receive a disability form in respect of a prospective pupil requesting further detailed information about their child. More information relating to this can be found within our Admissions and our SEND Policies.

In assessing any pupil or prospective pupil the School may take such advice and require such assessments, as it deems appropriate. Subject to this, the School will be sensitive to any issues of confidentiality.

The School is committed to making reasonable adjustments to enable a prospective pupil to be considered for a place at St Margaret's based on the admissions criteria outlined above.

Where the School agrees to provide additional services, such as specialist teaching for dyslexia, parents will be charged for this service at a level that reasonably reflects the cost to the School of providing that service. Details of costs will be provided in writing. This is subject to the School's on-going compliance with the Equality Act 2010.

How the plan is constructed

Accessibility is monitored through both the Health and Safety Committee (physical environment) and the Governors' Academic Committee (curriculum delivery). The Committees' terms of reference are:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and disability policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

These committees have been central to the drawing up of the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training, and

- Welfare.

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The results of the audit have informed our school accessibility plan for 2022 - 2024. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available upon request from the School Office.

How the plan is reviewed and monitored

There is a formal review of the implementation of the plan at the November 2022 meeting of the Finance, Estates and Property Committee and bi-annually thereafter. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted timeframes where necessary.

The School's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

Current position

St Margaret's has grown organically since moving to its current site in 1895. The buildings range from single to four storeys, are spread over a very wide area and, with the exception of the newest building, the Sports Centre, have no passenger lift provision.

In all but the youngest age groups, subjects are taught in specifically designated rooms and blocks and this, as in most schools, requires pupils and staff to move about the premises throughout the day. The current arrangements make access to certain parts of the curriculum difficult for those with severe mobility impairment.

In recent years, and in accordance with the Special Educational Needs and Disabilities Policy, the School has addressed a number of structural issues thus allowing for improved access. The School will continue to make reasonable adjustments to the timetable to allow pupils with restricted mobility to attend accessible parts of the School.

Improving access to the physical environment

	Targets	Action and resource required	Timescale	Responsibility	Evidence of Implementation

Short Term	Review wheelchair access to all buildings.	Ramp required to Maths Block Installing a push-button / door opening system to increase access to Vance Way Entrance	Done By Oct ½ term 2022	Health and Safety Committee	Review by H&S Committee
Medium Term	Review access to and exit from all buildings. Consider accessibility when refurbishing rooms such as the 6th form common room	Plans of all buildings Obtain estimates	End 2022	Health and Safety Committee	Any quotations obtained to be presented to H&S Committee
Long Term	Investigate the use of and installations of portable hearing loops	Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey.	End 2023	Health and Safety Committee	Quotation to be obtained and presented to H&S Committee

Improving access to information

Progress since last review

Since the last accessibility review, the School has introduced more accessible data through the introduction of a new MIS and a new parent portal.

	Targets	Action	Timescale	Responsibility	Evidence of Resource Impact / Outcomes
Short Term	Make curriculum information more accessible	Publish teacher contact details via parent portal.	Autumn 2022	SIW/SAN	Hit rates on portal.
		Publish overviews of the curriculum via the parent portal.	Autumn 2022	SIW/SAN	Hit rates on portal
		Hold curriculum information events for parents.	September 2022	SIW	Attendance
Medium term	Ensure outstanding CPD on quality first provision for SEND pupils is in place	SEND training sessions for staff	2022-24	SAM	Lesson observations
Long Term	Integrate sports, music, drama and private support/tuition sessions into the parent portal	SOCS linkage to MSP Appointment and training of co-curricular administrator	2023	SAN/New Co-curricular administrator/ CHH	Co-curricular attendance - analysis of figures to show programme accessible to all pupils