



Growing as we learn. Learning as we grow.

Rooted in Jesus.

ST MARGARET'S COLLIER STREET CE SCHOOL

**ACCESSIBILITY ACTION PLAN
POLICY**

Review: November 2023

Agreed by Governors: November 2023

Next Review: November 2027

St. Margaret's Collier Street CoE Primary School

Accessibility Action Plan

2023 - 2027

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Aims and Values

Inspire, Nurture, Discover

'Learning as we grow. Growing as we learn. Rooted in Jesus.'

A rural community, learning and growing together, sharing the love of God. We believe that each individual will be inspired and nurtured so that they flourish in their learning, relationships and personal growth so that together we discover life in all its fullness.

As an Anglican Church School, we create and sustain an ethos based on the Christian values of friendship, fairness, respect and helpfulness. We aim to nurture and develop positive spiritual, moral, social and cultural attitudes within our community. Religious Education and collective worship are central to the life of our school, whilst reflecting the rich variety of religious traditions and diversity of our society.

We provide a secure, happy and well disciplined environment in which individuals flourish. Our expectations for achievement are high. We inspire children to develop a love of learning, broadening their creativity and enabling them to discover their full potential. The curriculum will aid this by particularly focusing on:

1. Globalisation and interdependence
2. Identity and diversity
3. Concern for the environment
4. Self awareness and reflection /Empathy
5. Critical and creative thinking

Consequently, we prepare responsible and assured citizens who will make a valuable contribution to society of the future.

School Accessibility Plan

To help draw-up an accessibility plan it will be helpful to carry out.

1. An audit of the accessibility of the building.

This will help identify and prioritise access issues around the physical environment. It will also suggest strategies for achieving these targets that can be reflected in a revised accessibility plan and shared with the local authority.

Support in carrying out an audit is also available from the Index for Inclusion (CSIE) www.inclusion.org.uk or Inclusion Quality Mark www.publicsectormatters.com

2. Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.

Support, advice and training on these issues can be sought from a number of services within the local authority and voluntary and community groups, including the School Improvement Service, Equalities officers, Special Educational Needs Team, Psychology and Learning team, Kent Disability Association and the DARE foundation (Disability and Rehabilitation Education).

3. The school is aware of the access needs of disabled children, staff and parents/carers.

The school begins by ensuring the information needs of existing disabled pupils are being met. It then goes on to consider what it would need to respond to the needs of future disabled pupils. It also remembers to consider the access needs of staff and parents/carers.

Actions	Impact	Deadline	Lead	Success indicators	Monitoring
Accessibility to learning – Increasing the extent to which disabled pupils can participate in the school curriculum					
Continue to ensure equality of access for all pupils and prepare them for life in a diverse society	St. Margaret's is a fully inclusive community	Ongoing Reviewed annually	SENCo and HT	Pupils feel included in all activities and play an active part in school life. Differences are celebrated	
Monitor achievements data by gender, SEND and ethnicity and action any issues	All groups making similar progress	Ongoing Reviewed annually	SENCo and HT SEN governor	Progress and attainment data shows equality across all groups	
Use contextual data to improve the ways in which we provide support to individuals and groups of pupils	All pupils are making good progress from their starting points. Progress of vulnerable groups is equal to other pupils	Ongoing Reviewed annually	SENCo and HT SEN governor	All pupils make good progress.	
Accessibility to learning – Increasing the extent to which disabled pupils can participate in the school curriculum					
Give consideration of the achievement of all pupils when planning for future learning and setting challenging targets	All pupils make good progress and are challenged by their targets	Ongoing Reviewed annually	SENCo and HT	All staff have high expectations for all pupils	
Continue to identify staff training needs in order to effectively	Staff feel confident to teach all vulnerable children.	Ongoing	SENCo/HT	Class teacher and support staff attend courses relevant to children's needs and	

meet the diverse abilities and disabilities of all pupils	Consequently, all pupils make good progress			disseminated with peers (TA/SENCo meetings held frequently). Senior leaders attend courses to address strategic areas such as outdoor learning and well-being.	
Pupil voice in decisions which affect them	Pupil voice is central to school life and informs policy and practice	Ongoing	SENCo SLT Governors through Pupil Voice monitoring	Pupil voice is used when evaluating interventions.	
Continue to seek to involve all parents in supporting their child's education	All parents see themselves within a partnership with school and support children's learning	Ongoing Reviewed annually	SENCo Governors SLT Parents	All parents work in partnership with the school to bring about even better outcomes for pupils. Parental questionnaires will give an indication of this.	
Attendance: Use specific strategies such as flexible or shared timetabling, breakfast club, counselling provision, key person approach, access to therapy to enhance attendance and participation	The attendance of vulnerable groups improves. All pupils participate in a range of activities.	Ongoing Reviewed annually	SENCo SEN governor	Attendance for all groups is high. All pupils from vulnerable groups participate in a range of school clubs and extracurricular activities.	
Consider how classroom/group	All pupils make good progress	Ongoing Reviewed annually	Teachers/ Support Staff	All pupils thrive because the environment is suited to their	

organisation has been targeted to ensure that all pupils achieve increased levels of school success (EEF studies/Mainstream Core Standards)			SENCo to monitor	needs. At Progress Review Meetings, groups are discussed.	
Consider how liaison, increased communication and relationships with external agencies support and enhance pupils' access to the curriculum and how this is monitored Ensure all disadvantaged pupils continue to make progress in line with their peers and against national data	Advice and support from external agencies supports pupils well to make progress PP pupils make progress in line with school and national	Ongoing Reviewed annually Ongoing at Progress Review Meetings	SENCo Teachers SENCo PP Governor	External agencies support pupils effectively Progress data	
The physical Environment – Improving the environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services					
Ensure that all building work has considered accessibility guidance	DDA is maintained or improved	Ongoing	Headteacher	On-going improvements in access to all areas where feasible when undertaking routine and maintenance work	

<p>When applicable, ensure that all disabled pupils/adults can be safely evacuated Put in place PEEPs Ensure staff are aware of their responsibilities with Personal Emergency Evacuation Plans</p>	<p>Disabled children can be safely evacuated from the building</p>	<p>Ongoing as any disabled pupils are admitted</p>	<p>SENCo</p>	<p>Successful evacuation during fire drills</p>	
<p>Ensure equal access to information for parents and carers regardless of disability, internet access or EAL. Monitor written information from school to ensure accessibility to a wide range of diverse needs, for example, Acceptable Use Agreements for parents have a range of versions inc visual. Website to state that written copies of content are available on request</p>	<p>All parents feel equally informed and included</p>	<p>Ongoing</p>	<p>School Office</p>	<p>Parent surveys</p>	
<p>Race – Promote attitudes and values, including identified British Values, that will challenge racist and other discriminatory behaviour or prejudice</p>					

Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures	Pupils to be proud of their backgrounds and celebrate their diversity	Ongoing	Headteacher, SLT inc SENCo. Governor monitoring	Annual parental questionnaire Worship/RE Integration of Malawi and our link school into the curriculum	
Record racist incidents and report them to the LA on an annual basis	Incidents of racial prejudice are minimal	Ongoing/annual return	HT	School records	
Review extracurricular clubs to ensure there is equality of access for all pupils	Equality of access for all	Ongoing	HT	Clubs records Parental surveys/Pupil voice	
Ensure that new staff are employed with regard to equality of opportunity	Staff reflect range of diverse ethnic backgrounds, race and gender	Ongoing	HT/ appointment panels	Staff surveys Personnel policies and due diligence	
Ensure that displays, curriculum and resources reflect diversity	Resources reflect diversity but also promote British Values	Ongoing	HT All staff	Learning Walks Subject Leads audits of resources	
Gender					
Continue to investigate any disparities in	All groups make similar progress. Gaps in attainment are reduced	3 x per year during Progress Review Meetings	HT/SENCo	PRMs and Learning and Development Committee	

performance of groups					
When reviewing existing policies and implementing new policies, procedures and practices, consider gender equality	Policies and practices take account of gender	Ongoing	HT/SENCo/ Governors	Policies	