



## Accessibility Plan

<b>Date:</b>	June 2019	<b>Review:</b>	June 2020
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In our commitment to being a fully inclusive school and a welcoming Catholic family community, at St. Margaret Ward Catholic Primary School we will take all reasonable measures to ensure that all children, staff, parents and visitors to our school are not discriminated against or treated less favourably than others. Regardless of disability, special educational needs, medical conditions or any other issues that may give rise to a barrier to learning or accessing school life, we care for and treat each other equally with respect and love.

The Equality Act (2010) defines a disabled person as someone who has: "*a physical or mental impairment which has a substantial and long- term adverse effect on his or her ability to carry out normal day to day activities.*" We strive to be compliant with the Equality Act, and recognise our duty:

- *"not to treat disabled pupils less favourably for reasons related to their disability,*
- *to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage,*
- *to plan to increase access to education for disabled pupils."*

At St. Margaret Ward Catholic Primary School, we extend this duty of equality to cover the needs and disabilities of staff, parents and visitors to the school. We also extend our duty of equality to cover children, staff, parents or visitors with special educational needs (SEN), medical conditions and any other factors that may pose a barrier to learning or accessing school life.

This plan outlines the means by which our school is accessible to all individuals associated with the school. If you have a specific query regarding the accessibility of our school which is not answered by this plan, please contact the Headteacher on 0161 969 9852 or email [stmargaretward.admin@trafford.gov.uk](mailto:stmargaretward.admin@trafford.gov.uk).

### Access to the Physical Environment

St. Margaret Ward Catholic Primary School is on a single-level site, with wheelchair access points to allow entry in all parts of the school building. Low-level steps are found to gain entry to the school hall (with handrails), however, wheelchair users can access the hall from a separate external door. There are toilet facilities with handrails for both adult and child users.

At St. Margaret Ward Catholic Primary School, we are prepared to make reasonable adjustments to allow the building and surroundings to be more accessible to individuals with SEN and/or disabilities. We take recommendations and advice from Trafford's SEN Advisory Service (SENAS) regarding matters of accessibility for individuals, and ensure that we are fully compliant with the latest Disability Discrimination Acts. For example, we have provided children with physical needs and/or disabilities with specific ergonomic furniture, as advised by Trafford's Occupational Therapy Team.

### Access to the Curriculum

At St. Margaret Ward Catholic Primary School, our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. As an inclusive school, all our teachers understand the importance of matching the curriculum according to the needs of every child in their class, regardless of SEN or disability. Our teachers plan engaging lessons with all

pupils in mind, with a differentiated range of learning activities that account for different learning styles and abilities in the classroom. The curriculum is adapted, as required, as is the learning environment. As the range SEN and disabilities is so diverse and the needs of each child are so unique, it is not possible to provide a fully exhaustive list of the means by which we differentiate our curriculum to cater for individual pupils. However, to gain an idea of how we adapt our curriculum and teaching and learning opportunities for pupils with SEN and/or disabilities, please see below a sample of existing means by which we currently adapt our curriculum:

- General differentiation during teaching component of lesson, e.g. giving pupils with SEN the opportunity to chat to a partner before sharing their ideas, simplified language and/or questioning;
- General differentiation of learning tasks, e.g. writing frames/mind maps to support children with poorer writing skills, less complex calculations or simplified word problems;
- Support from staff (teacher or teaching assistant) during the teaching or learning components of a lesson, either on a 1:1 or small group basis, as appropriate;
- Access to resources to support general learning, e.g. phonics/word mats to aid spelling, additional maths apparatus or visuals;
- Access to resources to support learners with specific difficulties, e.g. coloured overlays for dyslexic learners, visual resources to support pupils with speech and language difficulties;
- Access to auxiliary aids, e.g. special pencil grips or writing slopes for pupils with less-developed motor skills, ergonomically-designed furniture;
- Access to assistive ICT, e.g. Clicker 6 software to aid writing process for pupils with literacy difficulties, use of i-Pads with SEN Applications;
- Provision of visual resources to support the learning of pupils with speech and language difficulties and social and communication difficulties;
- Incentives to promote positive behaviour reinforcement, e.g. behaviour 'star' charts, "time-out" opportunities.

As indicated earlier, this is by no means an exhaustive list of the ways in which we adapt our curriculum to suit the needs of each learner. If you have a particular query in this regard, please contact the school's SENCO or Headteacher. We further support children with SEN by offering an extensive variety of interventions.

### Access to Physical Activities, Off-Site Visits and the Wider Life of the School

St. Margaret Ward Catholic Primary School is a fully inclusive school and all children are therefore involved in all aspects of school life, including sporting/physical activities and off-site visits, regardless of SEN, disability, medical conditions or any other factors that might cause a barrier to their participation in the wider life of the school. We will make reasonable adjustments to ensure that all children can access all aspects of school life and participate in all visits and activities at their own level.

The provision that is made for children so that they can access physical activities and off-site visits depends very much on the specific needs of the child and the activity in question. When planning an off-site visit, class teachers account for the needs of every child in their class, particularly those with SEN, disabilities and medical conditions and arrangements are made to cater for their needs in relation

to transport, access to medication, adjustments to activities and the support provided during residential trips.

If a child has specific medical needs that are addressed in an Individual Healthcare Plan (IHP), then the class teacher may wish to discuss the best way to meet these needs with the child's parents when planning a visit (along with the SENCO or Headteacher, if necessary). It is also important to gauge the views of the child in question when planning physical activities and off-site visits, as we do not wish to unwittingly cause any embarrassment that might be caused by making special adjustments for them.

All children at our school are encouraged to involve themselves in the extra-curricular activities that we offer, including after-school football, gymnastics, dance and lunchtime activities such as our sewing club, gardening group and prayer club. All children are welcome at any of our extra-curricular activities and will not be refused entry to an extra-curricular club or disadvantaged due to disability, medical condition or SEN. This also includes entry to our Breakfast Club at the start of the day and after-school club, Bright Stars (although we recommend that parents of children with specific needs give sufficient notice to the organizers of these clubs, so that special arrangements can be made, if required).

### Access for Pupils with Medical Conditions (including Personal and Intimate Care)

Any child with a long-term medical condition who may require personal care or administration of medicines at school will have their needs met through the implementation of an Individual Healthcare Plan (IHP). An IHP is written collaboratively with the school SENCO, the child's parents, the child themselves (as appropriate), relevant school staff, the school nurse and any necessary healthcare professionals. This ensures that all children with medical needs are having their needs fully met within school, in a way that is supported by the child's parents and as recommended by healthcare professionals, and outlines any emergency procedures. For more information on how we support pupils with medical conditions, please refer to our policy "Managing Medical Conditions & Medicines" (in the Policies section of our school website).

At St. Margaret Ward Catholic Primary School, we are agreeable to administering medicines on the school premises (or off-site in the case of a planned school visit), when it would be a detrimental to the child's health or school attendance not to do so. Whether a medicine has been prescribed for a child or is non-prescription medication, it will only be administered if it meets the conditions outlined in our policy and with parental consent. For more information on the administration of medicines in our school, please refer to our policy "Managing Medical Conditions & Medicines" (in the Policies section of our school website). A copy of our parental consent form for administering medicines can also be downloaded from the policy or obtained from the school office.

We will provide personal and intimate care to children in school who have an existing medical condition, in accordance with agreed procedures on the child's Individual Healthcare Plan (IHP). By creating an IHP for pupils with personal and intimate care needs, the nature and specifics of the care is agreed by the child's parents, SENCO, relevant school staff, Headteacher and any relevant healthcare professionals, ensuring transparency and clarification on exactly how to provide care for the child in question.

For children who may require personal or intimate care who do not have an IHP in place for an existing medical condition, we have a duty to provide the necessary care (e.g. following a toileting accident or if a child is unwell). It is essential that when personal/intimate care is required that the

child is consenting and feels safe and comfortable to receive care. Intimate care must also sensitively maintain the dignity of the child, protect both the staff member and child from intrusion and abuse (protect the rights of everyone involved) and encourage the child to care for themselves as much as they are able.

### Access for Pupils, Parents, Staff or Visitors with Sensory Impairments

As a fully inclusive school, we will make any reasonable adjustments for any pupils, parents, staff or visitors to our school with a sensory impairment (e.g. visual or auditory difficulties). If a child experiences such difficulties, we will work with Trafford's Sensory Impairment team to ensure we are doing everything we can for the child.

We will similarly accommodate the needs of any parents, staff or visitors with sensory impairments. We encourage any adults involved with the school with a sensory impairment to discuss this confidentially with the Headteacher, so that special arrangements can be put into place to accommodate the needs of the individual, e.g. provision of school correspondence in a larger font or on buff-coloured paper.

### Access for those for whom English is not their First Language

Although we would not consider pupils to have a special educational need (SEN) if English is not their first language, we would ensure that special provision is put into place for these children so that they are more able to access the school curriculum and improve their English skills (both orally and on-paper). We go to great efforts to integrate pupils for whom English is not their first language into our school community both academically and socially, as we respect that it can be a daunting prospect to join a school if not familiar with the language used.

Parents for whom English is not their first language who may encounter communication difficulties at school are invited to bring their own interpreter from home (usually a family member or the child themselves) to aid their understanding when meeting with school staff. If parents are unable to arrange their own interpreter, we would look to our school staff initially to aid with interpretation, or contact the local authority to provide an interpreter.

### Other Access Issues Relating to Parents or Visitors

If a parent or visitor to the school has learning difficulties themselves, we would encourage the adult in question to raise the issue with the Headteacher, who would sensitively pass on the information to any staff on a "need to know" basis. In doing so, this could prevent any undue embarrassment on the part of the adult in question or any staff that you may encounter in school. As a welcoming school, we are happy to make special arrangements for any parents with disabilities or learning difficulties, e.g. for a parent with literacy difficulties, we would verbally impart information to them or talk through any correspondence that is intended for them.

## Contact Details

For more information relating to issues of accessibility at our school, please call 0161 969 9852 or email [stmargaretward.admin@trafford.gov.uk](mailto:stmargaretward.admin@trafford.gov.uk)

**SENCO (SEN Coordinator):** Mrs S Ezgu

**Headteacher:** Mr J Hughes

**This policy will be due for review in one years' time by the SENCO, in June 2020, unless changes to legislation in SEN dictates that it requires an earlier review.**