



St Mary Magdalene Greenwich Peninsula School

ACCESSIBILITY PLAN

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from April 2014 – March 2017.
2. 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.
3. St Mary Magdalene Primary School – Peninsula Campus plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - 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; (If a school fails to do this they are in breach of the DDA). 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.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might 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.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management
 - School Improvement Plan
 - Asset Management Plan
 - School Brochure and Mission Statement
 - Teaching and Learning File
8. The Action Plan for physical accessibility relates to the Access Audit 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 first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit 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.
9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
10. The School Brochure will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
13. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
14. The school will work in partnership with the local education authority (and Diocesan Authority, where appropriate) in developing and implementing this plan and will adopt in principle the "Dorset Accessibility Strategy, Access to Learning".
15. The Plan will be monitored by Ofsted as part of their inspection cycle.

NOTE: - By the end of 2006, the School will be required to meet the requirements of the Disability Equality Scheme. Schools will be required to publish a Disability Equality Scheme.

Further guidance on the scheme is available on the DRC website: -

www.drc-gb.org/businessandservices/disabilityequalityduty.asp

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Improving the Physical Access at St Mary Magdalene Greenwich Peninsula School

An Access Audit was carried out by Aaron Flanagan in January 2016 and a number of recommendations made:

Access Report Ref.	Item	Activity	Timescale	Cost £
1	Accessible car parking		Complete	
4	Dropped kerbs either side of main vehicle entrance.		Complete	
6/11	Doors	Fitted with finger guards and accessible to all	Complete	
29	Accessible toilet	To provide one unisex accessible toilet	Complete	
18/20	Provision of induction loops	Main Hall	Not complete	
24	Improve Reception facilities	The counter is lowered to a maximum height of 800mm.	Not complete	
31	Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as money allows.	Complete	
29/3	Adapted wash basins to	In all classrooms	Completed	

	be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.			
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Improving the Curriculum Access at St Mary Magdalene Greenwich Peninsula School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	Ongoing	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school 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	Review and implement a preferred layout of	Lessons start on time without the need to make adjustments to accommodate the needs	Ongoing	Increase in access to the National

promote the participation and independence of all pupils	furniture and equipment to support the learning process in individual class bases	of individual pupils		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	Ongoing	Society will benefit by a more inclusive school and social environment

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Improving the Delivery of Written Information at St Mary Magdalene Greenwich Peninsula School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	As and when required	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
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	(Ongoing	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	School is more effective in meeting the needs of pupils.