

St Margaret's Academy Accessibility Plan 2025 – 2028

1. Introduction

The purpose of this plan is to show how St Margaret's Academy intends, over time, to increase the accessibility of the school for disabled pupils, staff, parents/carers and visitors. This plan forms part of the Disability Equality Scheme and sets out how the Governing Body (Trustees) will improve equality of opportunity for disabled pupils.

The Equality Act, 2010 states that all schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

In drawing up the accessibility plan, the school has set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure the teaching and learning environment and the resources used are suitable for all staff and pupils
- To provide training to all staff regarding the needs of disabled people

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of the school and how it is firmly embedded into our culture.

2. Definition of disability

The Equality Act 2010 defines disability as when a person has 'a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

3. This plan considers the following areas as identified in the introduction:

- a) Increasing the extent to which disabled pupils can participate in the curriculum

The school SEND policy ensures that staff assess, plan and review provision for pupils with disabilities and special educational needs. The Pastoral Team included SENCO provides support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

Internal	External
Specialist staff that support hearing impaired pupils	Torbay SEN team
Specialist Pastoral Team (Family Support Worker, Thrive, Domestic Abuse Champion – Healing Together)	The Educational Psychology team
Full Time Pastoral Teaching Assistant	Occupational Therapists and Physiotherapists
Full Time SENCO	Speech and Language Therapy service
Part Time Family Support Worker	Mayfield Outreach
First Aid Mental Health Level 3 trained staff	Chestnut Outreach
First Aid Mental Health Level 2 trained staff	Specialised Alternative Provisions bespoke to each pupils needs and requirements
Mental Health and Wellbeing Working Group	Mental health Services included CAMHS
Wellbeing Ambassadors (Pupils)	NHS School Nurse Services
Team-teach trained staff	Visual Impaired Teacher
	Specialist Health Professionals (Diabetic Nurse)
	Linked SALT (Torbay SLCN Pilot)

- b) Improving access to the physical environment of the school

This covers all areas of the physical environment such as external areas, buildings, fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure they have access to all aspects of education offered at St Margaret's Academy.

c) Improving the delivery of information to disabled persons

The school is aware of services available through the local authority for converting written information into alternative formats. In addition, our school website has facilities to ease access – translation facility, enlarged fonts etc.

Each classroom at St Margaret's Academy is equipped with a Sound Field system which enables our hearing impaired children to access their work in the classrooms. BSL and sign language interpretation can be provided to visitors to the school (either adults or children), should they require it.

This policy and objectives plan needs to be read in conjunction with the following policies and procedures:

- Risk assessment policy
- Health and safety policy (Individual pupil plans)
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- School Development Plan
- Mental Health and Wellbeing

Please see attached document for accessibility objectives for 2025-2028.

Access to curriculum 2025-2028					
Priority	Lead People	Strategy/ action	Resources	Time frame	Success criteria
Promote awareness and positive attitudes towards children and adults with disabilities.	Headteacher Deputy Headteacher Teacher of the Deaf SENCo	Celebrate and highlight key national / local events e.g Deaf Awareness, Wellbeing weeks, nationally recognised days and events . Promote outside visits from disability groups and role models. Links to PSHE/THRIVE/Forest Schools/ Deaf Olympics/ Music Specialists and group sessions. .	Rock Steady Peripatetic Music Teacher Teacher of the Deaf Forest Schools Training (Level 2)	Ongoing (every 3 years accreditation)	Pupils are demonstrating that they understand and have a positive attitude towards disability.
Access arrangements to meet individual needs during periods of statutory assessment e.g. KS2 SATS, Phonics Screening, MTC , EYFS Baseline Screening.	Headteacher Deputy Headteacher Curriculum Leaders Senior Leadership Team Teacher of the Deaf SENCo	Lead people to ensure appropriate testing and reports are provided in order to apply for access arrangement. Seek advice from the Local Education Authority where needed.	Follow DfE guidance	During periods of assessment: Baseline - Sept SATS May Phonics Skills Check June MTC – June	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.
Continued training for teachers and support staff on different aspects of SEN including differentiation or medical needs when required.	SENCO/ SLT (Liaise with relevant services – see details on page 1).	Review the needs of all pupils with specific needs and provide relevant training. Ensure all new staff have First Aid and Anaphylaxis training, Deaf Awareness training. Team Teach training (as needed)	Training/refresher sessions for staff regarding medical care and SEN needs. (EP services / SALT / Epi-Pen etc...)	Ongoing	All staff trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process and that needs and expertise will change with time.
Classrooms are optimally organised and appropriate equipment is provided to promote the participation and independence of all pupils.	SENCo and all teaching staff	Specialist seating. Sloping boards and footrests for pupils with physical problems. Coloured overlays/ worksheets for pupils with visual difficulty. Devices, wobble cushions, pencil grips for pupils with grip difficulty. Sensory aids, weighted blankets/jackets. Curriculum leaders to review	Specific specialist equipment provided when need identified. Widgit online subscription Individual children specific equipment	Ongoing Annual As required and set up.	Increased access to the curriculum. Resources purchased in line with needs of children, desired outcomes of EHCP and school development plan. Needs of all learners met.

		<p>inclusivity of resources and learning experiences within their curriculum areas.</p> <p>Widgit Online to create visual timetables 'Now and Next' timetables Touchscreen equipment.</p>			
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Enable BSL users to access school life and to develop skills of staff working within the school.	Teacher of the Deaf	Regular Deaf Awareness training for staff. Deaf awareness weeks to raise awareness through celebration. BSL support for teaching staff. Training for staff as needed for use and maintenance of hearing equipment e.g. loop systems.	Deaf Awareness and BSL lessons led by Teacher of the Deaf. Training as needed led by Teacher of the Deaf – for support audio devices.	Ongoing / as needed	Staff will be able to communicate effectively and confidently with hearing impaired/deaf learners.
Access to the environment 2025-2028					
Priority	Lead People	Strategy/ action	Resources	Time frame	Success criteria
Monitor and service the school Soundfield system.	Teacher of the Deaf and ICT technicians. Training in place for all Hearing Support Staff.	Maintenance check on all Soundfield systems. Assess what needs to be updated or serviced. Organise quotes.	Cost of engineer / IT Staff / maintenance work. Possible replacement of faulty equipment. Longer term the system may need to be updated.	Ongoing	The sound field system will be well maintained and working efficiently.
Monitor and service the stair lifts in school.	Site services manager	Maintenance check on all lifts in school. Assess what needs to be repaired or replaced. Key staff will receive training from Site Services manager regarding how to operate the lift.	Cost of engineer / maintenance work.	Ongoing	The lifts will be well maintained and working efficiently.
Provision of hygienic changing facilities EYFS and KS1	Site services manager SENCo Assistant Head for EYFS/KS1.	Seek advice from OT and School Nurse as needed. Installation of shelving and tiling.	Access to yellow bin. Tiles for wall. Shelving for changing equipment. Changing Bin Large changing floor mat.	Ongoing restock as required	There will be easy access to the changing area. All surfaces will be able to be cleaned. Equipment for changing children will be easily accessible.

Access to information 2025-2028

Priority	Lead People	Strategy/ action	Resources	Time frame	Success criteria
Safe access to school environment for child with small stature and physical disability.	Site services manager SENCo	Environment assessment to be carried out by OT when needed e.g. transition to new class, changes in need, growth.	Grab handles for climbing equipment. Lowered stair rails (hall) Step, toilet frame, grab rails. Specialist seating as advised by OT/on loan (classroom and lunch hall).	This will need ongoing review as the child grows and moves classrooms.	Child is able to safely and independently access all areas of the school environment.
New Speech and Language Intervention room	SLT, SENCO and Site Manager	Capital Funding Locality Pilot	See Capital Bid resources list.	Autumn 2025	Staff have a space to deliver regular intervention.
Availability of Interpreter for Bilingual Parents	SENCO and SLT		Devon County Council To book an interpreter for a new arrival or school meeting, please complete the Bilingual support and interpreter booking form .	Ongoing	All school community able to engage in communication with the school.
Availability of written information in alternative formats as requested.	Headteacher	The school will make itself aware of the services available through the LA for converting written information into alternative formats.		Ongoing	All school community able to access information from the school.