



**ST MARGARET'S  
CHURCH OF ENGLAND  
ACADEMY**



Diocese of Liverpool

*“Achievement by faith and work”  
‘Inspired by the knowledge and love of God  
we all come together to learn  
in a Christian community where we are valued  
for who we are and who we could become’*

(School Mission Statement)

**POLICY ON C2: DISABILITY EQUALITY SCHEME  
and ACCESSIBILITY PLAN**

RATIONALE

This document is a whole school policy which is not just a written statement but a commitment in both principle and practice to people with disabilities.

It intends to:

- Provide equality of opportunity between disabled people and other people
- Eliminate Discrimination that is unlawful under the Disability Discrimination Act (1995) (Amended 2005).
- Eliminate harassment of disabled people that is related to their disability.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to meet disabled people's needs, even if this required more favourable treatment.

The people responsible for this policy and to whom observations and comments should be made are:

Mr S Brierley,	Principal
Mrs A. N. Penketh,	Vice Principal
Mrs K Smallshaw	Facilities Manager
Mrs K Pritchard	SENDCO
Mr M Fidler	SEND link Governor
Mr T Van Eker	Governor
Mr Peter Oliver	Chair of Governors

Copies of this policy are available on request to: Governors, Staff and parents.

Unless there is a change in legislation this policy will be reviewed every 3 years.

This policy was approved at a meeting of the Standing committee on 2<sup>nd</sup> July 2018

This policy is next due to be reviewed in June 2021

If you need this policy in large print or alternative format please contact the school directly.

# St Margaret's Mission and Values

## Mission

Our Academy Mission Statement:

**Inspired by the knowledge and love of God,  
we all come together to learn  
in a Christian community where we are valued  
for who we are and who we could become.**

## Values

As an Academy we have adopted eight Christian values which we feel are the basis of our community.

- A Christian community is a community of faith, and at the heart of faith is **TRUST**. Trust is about letting go – putting ourselves in God's, and in other people's, hands. Jesus told his followers to "*trust in God; trust also in me*"; so as we work together, we expect members of our community to be trustworthy and reliable, and not to let others down.
- Education is not just about academic learning; it is about personal development too. As we work together, we expect that good working relationships, and **FRIENDSHIPS**, will develop, between students as well as between members of staff. In John 15, Jesus explicitly calls his disciples not servants, but friends. As a community, we celebrate the selflessness of friendship.
- **JUSTICE** is another value that is central to our community. Justice is about appreciating that our well-being is inextricably linked to everyone else's. It is not just about our response when someone acts inappropriately; it is also about ensuring that everyone is accorded the dignity and the respect and that is rightfully theirs. Isaiah encouraged us to "*seek justice!*" – and we do.
- From time to time, however, we all get things wrong. Jesus commanded us to show **FORGIVENESS** to each other, and as a Christian community we seek to obey Him. Someone in the wrong should show self-discipline and apologise, making reparation where appropriate; someone who is wronged should accept an apology and not seek to humiliate.
- Education is about far more than chemicals, conjunctions and crotchets! As a community, we seek to foster **WISDOM** and true insight into the way life works – an understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. Such wisdom is rooted in a proper reverence for God: as the Psalmist puts it, "*the fear of the LORD is the beginning of wisdom*".
- St Paul looked back on his life and was able to say that he had "*run the race*" right to the end. All those involved in education need to demonstrate similar levels of **ENDURANCE** – learning is the ultimate life-long task, a marathon not a sprint. By showing patience and resilience we will ensure that no-one is left behind, and that all are able to achieve their God-given potential.
- These values will be all the easier for us if we show **COMPASSION**. Compassion is more than just sympathy: like Jesus, we aim to put ourselves in other people's shoes, understand their point of view, then do something about it – and thus to grow in faith.
- Underpinning all of these, we seek to be a community at **PEACE**. St Paul describes God as the God of peace. We therefore seek to demonstrate harmony, stability and security within our Christian community, downplaying dissent and accentuating the positive.

## **St Margaret's Church of England Academy**

### **Disability Equality and Accessibility Policy Statement**

St Margaret's Church of England Academy is committed to providing educational services of the highest standard for all existing and potential users. This policy statement is the response of the Board of Governors to its duties to promote equality for and to erase discrimination against disabled people.

Quality and equality are core values which underpin all educational activities which we provide. Promoting and developing an understanding of equality enriches the school community and ensures that the services we offer are sensitive to the needs of all individuals.

The duties placed upon St Margaret's Church of England Academy are derived in the main from:

- The Equality Act 2010
- The Disability Discrimination Act 2005 which amended its predecessor Disability Discrimination Act of 1995.
- Special Educational Needs and Disability Act 2001 which amended part 4 of the Education Act 1996
- The SEND Code of Practice January 2015

Legislation places a general duty upon the school to promote and harmonise equality and eradicate discrimination and harassment. Specific duties in reducing discrimination against all disabilities and providing facilities for mainstream educational services to be enjoyed by those with special needs are also placed upon St Margaret's Church of England Academy.

This Disability Equality Policy sets out our firm commitment to these duties, specifically:

- a. to comply with statutory and legislative duties
- b. to involve disabled people and their families in a meaningful way developing, auditing and reviewing this disability, equality policy and our Action Plan
- c. to ensure all school members can work, study, live, develop, socialise and communicate freely and equally whilst being healthy, happy and safe; to be valued and respected; and to have high aspirations for their future
- d. to meet the needs of and promote disability equality for staff and pupils alike
- e. to ensure needs are not obstructed by impairment
- f. to use its position to encourage all partners and service providers to actively support the aims of the policy
- g. to ensure disability equality is at the heart and integral to all other school policies, initiatives and services
- h. to continue to improve and enhance the school estate maximising accessibility within the limits of our resources
- i. to market the schools facilities to the wider audience including those with disabilities

The SEND Code of Practice 0 to 25 years (DfE, 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age or would do so if special educational provision was not made for them.

Young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

An educational provision is that which is additional to or otherwise different from the educational provision normally available to pupils of the same age.

The requirements of this policy apply to all pupils, members of staff and partners involved in our service delivery. Every individual has a personal responsibility for ensuring that this policy is implemented, communicating and sharing views and making suggestions in relation to the continuous improvement and development of this policy.

St Margaret's Church of England Academy is a specialist institution intent on overcoming all challenges in delivering this Disability, Equality Policy. As a matter of policy it is St Margaret's intent that education should be both life-lasting and life-enhancing to all. Central to this policy is the reasonable removal of all barriers in both the facility and in peoples' attitudes which could prevent those with disabilities achieving their full potential. It is our duty to ensure that no opportunity is missed.

The school have developed a rolling three-year Action Plan [amended annually] which reaffirms our commitment to widening participation in the services which we offer. In this way we can promote disability equality, remove discrimination and potential harassment and meet those duties placed upon us by legislation. Central to this three year plan are the following activities;

- Ongoing staff training to allow staff to move beyond general concepts of disabilities and understand more fully how they affect the learning experience
- Consistency of approach across all academic service delivery
- External review of the physical estate facilities in which we exist on a three year basis with a programme of upgrading and the reasonable adjustment of those facilities within the limits of our available resources
- Encouraging ongoing dialogue and communications promoting disability and equality issues openly and positively throughout the whole school
- Reviewing and keeping up to date with disability support mechanisms
- Providing feedback to service users relating to changes made as a result of their input
- Synchronising all resources and technology available and making access available to all
- Monitoring and updating of legislative requirements

Resources and quality management systems are in place to ensure that we are able to deliver this Disability Equality Policy and our Action Plan. On an ongoing basis the impact and

effectiveness of this policy will be assessed and monitored. Lessons learned will be openly shared and changes to policy and practice announced to all of our stakeholders.

Our school's accessibility plans are aimed at:

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

St Margaret's Church of England Academy has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our Special Educational Needs Policy outlines the school's provision for supporting pupils with Special Educational Needs and Disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our Special Educational Needs Policy for an outline of our full provision to support pupils with SEND. This policy is available from the school. The SEN Information Report and our School Offer can be found on our school website. The Local Offer can be found at [www.liverpool.gov.uk/localoffer](http://www.liverpool.gov.uk/localoffer) .

Our school fully supports the vision "*it is society which dictates who is excluded – not the nature of the disability itself.*" (Liverpool City Council, Children and Young People's Services Accessibility Strategy 2014 – 2017) By removing the physical barriers, we will also encourage positive attitudes and behaviour traits. The local education authority will work in partnership with St. Margaret's C E Academy to ensure that provision is relevant and responsive to the needs of our young people in order to achieve improvements to their health, well-being and safeguarding.

## **Accessibilty Plan**

### **The School Buildings**

The original school building occupied by St Margaret's Church of England Academy was constructed in 1963. Initially a mixture of single storey and two storey interconnecting blocks, the building has been developed and extended over the years adding an additional storey and a basement to the East and West blocks respectively. In addition to the main building a number of small satellite buildings are located on the periphery consisting of a chapel, a freestanding workshop, bus garages and a mobile classroom used as referral room. The school also benefits from a fully accessible sports hall which consists the hall itself, changing facilities, seminar rooms and gymnasium.

The school is set within a large plot which consists grassed playing fields, a large tarmacadam yard, a small court yard, a front car park and a tarmacked road accessing the rear of the school and the sports hall.

Horizontal and vertical access throughout the school is generally good. Some improvement works have been carried out to further improve accessibility. There are, however, areas of the original school building where changes in level are facilitated by steps. In theory, it is possible to access the whole of the school in a wheelchair, albeit, through a circuitous route in parts.

In order to comply with the SENDA requirement, the school must make 'reasonable adjustments' to the physical features of the premises to overcome physical barriers to access.

Some of the factors that may be taken into account when assessing what adjustments may be deemed 'reasonable' are:

- the financial resources available to the school
- the cost of taking a particular step
- the extent to which it is practicable to take a particular step
- health and safety requirements
- the relevant interests of other people
- Constraints imposed by other statutory obligations (planning approvals, building regulation, fire precautions, etc.)

The school has been addressing access arrangement within the constraints above, but recognises there is more work to do.

Appendix A tabulates improvement work that has been identified and provides costs and time scales for the work to be progressed.

## Appendix A

<b>Target</b>	<b>Outcome</b>	<b>Strategy</b>	<b>Cost</b>	<b>Completion date or provisional timescale</b>
To increase disabled car park spaces to meet guidance given in BS:8300	To ensure sufficient disabled parking for visitors and student drop off.	To paint out two existing non-compliant disabled bays (one in front of former gym block and one by 6 <sup>th</sup> Form gate) and create two new compliant bays adjacent to existing marked bay in front car park. Installation of new 'disabled bay' signage on posts.	£1,650	Summer 2018
To maintain the disabled bathroom and its facilities including the electronic and manual hoists, as well as ensuring that staff are trained appropriately and that this training is kept up to date.	Staff will be trained regularly and their CPD kept up to date with manual handling and the use of hoists. The disabled bathroom will be maintained and hoists checked and serviced by the company as recommended. Records kept by the Facilities manager.	Maintain level of equipment and be trained by Springwood Heath Outreach Team to use the equipment safely and correctly. Annual service by Prism.	£200/pa	Ongoing

To ensure that allocated drop off/pick up points are kept safe and well-marked within the front car park.	Students with a physical impairment will be safely delivered and picked up from school. Caretakers on duty in the car park will be familiar with those parents/taxi companies needing access to this area.	Clear designation of the zone with painted markings.  Manned at school finishing time to ensure safety.	£0	Ongoing
To improve the useability and safety of external ramps and steps.	Upgrade external ramps and steps to bring up to standard recommended by BS:8300.	Install handrails where required. Provide tactile paving slabs at the top and bottom of external steps to warn visually impaired of their presence.	£4,000	To be carried out when funding is available.
Increase accessibility to referral unit.	Mobile classroom is inaccessible to wheelchair users. Ramped access will facilitate access.	Access can be achieved by replacing the steps to the rear of the unit with prefabricated ramp and some groundworks to form a path.	£3000	Review life expectancy of mobile classroom
To enable wheelchair users to exit building through Admin Block final exit	Stepped access to Admin Block entrance prevents wheelchair egress in the event of emergency.	Remodel landing area to incorporate concrete ramp, returning along finance office wall to achieve the necessary gradient.	£6,000	As soon as funds are available. PEEPs manage this issue at present.
To improve the accessibility of hearing aid users.	Hearing aid users who visit the school may have communication difficulties with the first point of contact due to background noise.	Installation of an induction loop at reception desk completed.	£0	Ongoing
Improve wayfinding for	Clutter on walls can be disorientating for visually impaired users.	Continuous review and improvement by in-house staff	£0	Ongoing

visually impaired.				
Improve wayfinding for visually impaired	Braille and tactile signage can improve identification of lifts and stairs.	Provide braille and tactile signage to key areas/rooms	£700	As need arises
Improve accessibility to rooms by fitting appropriate ironmongery.	Some door handles are difficult to use by people in wheelchairs, using crutches or with nervous system/muscular disabilities	Review and replace inappropriate door handles with DDA compliant fittings	£400	To be carried out when funding is available.
To warn visually impaired users that they are approaching stairs.	Tactile indicators are required to warn visual impaired people of the presence of stairs.	Modify flooring at top of each flight of stairs to incorporate tactile flooring.	£5,000	As and when existing floor covering is replaced.
Ensure that stairs handrails comply with current Building Regulations.	Main Staircase from Reception up to Art Department has handrail to one side only.	Provide additional handrail to staircase.	£2,750	To be carried out when funding is available.
To upgrade existing lifts to improve accessibility.	Visually impaired users benefit from audible indicators to inform when lift has arrived, and to indicate floor level when reached. Tactile control buttons are recommended.	Upgrade lift controls.	£20,000	When lift cars are replaced/refurbished.
To keep disabled toilets in serviceable condition and	Disabled users will take priority over the use of dedicated toilets. To achieve this, access should be restricted.	Fit RADAR locks to toilet doors	£300	Summer 2018

available for use.				
To provide compliant disabled toilet facilities	Alarm point and cord required within disabled toilet adjacent to staff room.	Install emergency alarm.	£400	Summer 2018
To ensure routes are clear and navigable for wheel chair users and visually impaired people	Health and safety and convenient access is promoted through active monitoring of housekeeping.	Pro-active approach to housekeeping and maintaining safe and clear routes.	£0	Ongoing.
To ensure safe refuge and/or evacuation from the building in an emergency.	Disabled people's needs must be considered in an emergency situation.	Draw up and regularly update PEEPS Refuge points at each landing with call-points installed in case of fire or other emergency.	£0	Ongoing

## ***Access to the Curriculum and Improving The Availability of Accessible Information***

How does a student with a physical disability or a sensory impairment access the curriculum?	<b>Specialist equipment used by those students with a physical disability or a sensory impairment.</b>
<p>Physically impaired students will leave lessons 5 minutes earlier to avoid congestion on narrow corridors.</p> <p>Students are able to gain access to the lift to take them between floors and are often accompanied by a 'buddy' for support.</p> <p>Students with specific needs have specialist seating.</p> <p>Classrooms are managed so that wheel chair users are accommodated.</p> <p>Technology is available should it be appropriate.</p> <p>Specific subjects have moveable and/or adaptable desks to accommodate wheelchair users, including workbenches in design Technology.</p> <p>Alternative activities are offered with PE lessons if the planned activity isn't suitable.</p> <p>Plans are made with the SEN team, parents and students to enable communication and information regarding their needs available to teaching staff.</p>	<p>Students with hearing impairments are sat according to advice from the Hearing Support Service.</p> <p>Boys with Irlen Syndrome are offered exercise books in the correct colour for their vision, depending on the level of severity.</p> <p>Some subjects have large print copies of text books available.</p> <p>Headphones are available if students have hearing impairments.</p> <p>Software on the computers allows every student to have skills demonstrated on their individual screens.</p> <p>Worksheets are enlarged to suit the needs of the students.</p> <p>Worksheets are printed on appropriately coloured paper.</p> <p>Large magnifiers are available as well as a maxscope microscope with a screen.</p> <p>PCB holding device for those with fine motor skills.</p> <p>PE currently offer low compression tennis balls, softer shuttles, bright coloured equipment and shorter racquets.</p>
<p>Strengths to build on:</p> <ul style="list-style-type: none"> <li>• staff awareness of ASC and specific Learning Difficulties and planning accordingly;</li> <li>• buff paper to be more widely available to all staff in the hope that this will become the norm;</li> </ul>	

- school visits and transport used to be available for all pupils and risk assessments carried out for students with specific needs;
- increasing the availability of reading material suitable for dyslexic learners, particularly within the Resource Area.

We welcome feedback on our Disability Equality Policy and comments in relation to relevance and effectiveness. This can either be emailed to [admin@stmargaretsacademy.com](mailto:admin@stmargaretsacademy.com) or be put in writing to: Chairman of Board of Governors, St Margaret's Church of England Academy, Aigburth Road, Liverpool, Merseyside, L17 6AB.