

## **St Margaret's Three Year Accessibility Plan**

### **Phase 4 Audit**

**Jan 2012 – Jan 2015**

In keeping with the School's Improvement Plan, Scottish Government Guidelines, HMIE recommendations and equality legislation, St Margaret's continues to strive towards being an inclusive school, affording equal opportunities as far as possible within its resources.

A transition period of personnel and school leadership has resulted in a delay to new targets being set for phase 5. However, a good number of improvements were carried out in consultation with staff, pupils and outside agencies during the phase 4 period of 2012-15. These included:

#### **Improving physical access to the building**

- A major building project to improve and increase existing school accommodation in compliance with accessibility legislation is currently in the planning phase. Work will begin on the new science block in January 2015.
- Refurbishment of the school office is now complete with wide open plan access and glass screens for visibility
- Glass door panels have been fitted to all classrooms and new handles fitted to Junior classroom doors for ease of opening
- Reorganisation of the Junior Department has created an open plan library space and wider corridor access
- Increased locker provision has been made for seniors with floor level lockers available on request
- Sports pavilion with full disabled access now complete
- Improved lighting has been installed in communal areas and corridors
- Renewal of high visibility coloured strips on all steps and stairwells is complete
- Fire exit signage has been improved and enlarged for greater visibility
- Reorganisation of ICT3 lab has resulted in increased computer provision

#### **Improving Access to School Communication**

Targets that have been fulfilled in this area include:

- Plasma screens installed at the front office and entrance to the Junior Department displaying current information and colour coded school layout for visitors to events.
- The school website is updated regularly with alternative accessible formats offered
- Parents have direct access to an information portal on the school website
- The weekly diary is now colour coded with visual symbols and a weekly newsletter is available in PDF or other formats that can be enlarged and screen read.

## Improving Access to the Curriculum

Targets that have been fulfilled in this area include:

- The appointment of a part-time speech & language therapist to the Junior Department has enhanced provision for early intervention
- The number of classroom assistants has been increased to allow greater support provision in the Junior Department
- Screen reading facilities (Wordtalk) are available on all school computers and laptops, and assistive writing software is available on designated laptops available from the support base.
- Continuous professional development has ensured that most of our staff have received training on a wide range of disabilities including autism, dyslexia and dyspraxia.
- Outside agencies, including Dyslexia Scotland, NHS Grampian, Scottish Autism, Chartered Psychologists and Speech and Language Therapists have been involved in delivering relevant training including information on changes to current legislation.
- A teaching and learning group has been established to share good practice with school staff delivering a number of training seminars to colleagues, including awareness raising of the needs of pupils who are speakers of other languages
- Greater collaboration between subject teachers and class teachers from both junior and senior departments has resulted in participation for all pupils in a number of cross curricular activities where everyone is given the opportunity to demonstrate their strengths and talents. Public acknowledgement of all achievements is published regularly through the weekly newsletter.
- In accordance with core values of Curriculum for Excellence and through a variety of initiatives (PSE lessons, R&P, YPI, circle time, charity events, assemblies, prefect training) pupils have received information to increase their awareness and understanding of a range of disability issues.

Curriculum access targets have been met in most areas while others are ongoing. Consultation and review with staff, pupils and outside agencies is now a firmly established feature of our accessibility plan. It is the aim of the school to build on the success of these initiatives and provide further training opportunities to help us respond to the needs of all our pupils, including those experiencing difficulties caused by long term disability. Consultation and training will therefore continue to be the main priority in our next three year accessibility plan, commencing 2015.

## Proposed 3-year Action Plan for Phase 5 Accessibility Plan

August 2015 - July 2018

**Short term - by July 2016**

**Medium term - by July 2017**

**Long term - by July 2018 or beyond**

### **Targets identified for improving physical access within the building**

<b>Target area</b>	<b>Action</b>
Next phase of building project to include fully accessible dining facility for pupils and visitors.	Planning consultation is in process
Playground equipment to be updated with improved safety features	Consultation with pupils and equipment providers

### **Improving Access to School Information**

<b>Target area</b>	<b>Action</b>
Parents, pupils and staff should be invited to submit suggestions for improving accessibility in the forthcoming plan.	School self evaluation. Questionnaires to parents Pupil forums for each year group.
New school website accessible via apps on iPhones, tablets, etc...	Website provider sought
Spread information of ongoing developments to as wide an audience as possible, giving opportunity to all for feedback and participation in future events.	Establish an internet facility – St Margaret’s Connect to link the St Margaret’s Community

### **Improving Access to the Curriculum (Learning and Teaching)**

<b>Target area</b>	<b>Action</b>
Focus on improved Health and Wellbeing for all staff and pupils.	Hold regular meetings of learning & teaching group with working parties to address issues raised in recent QUIPE visit
Ensure staff training is current and relevant to meet the needs of all learners	Personal Learning and PRD Programme to be established for teaching staff in line with new GTCS requirements
Offer relevant training to all staff to provide personal development opportunities in keeping with Whole School Health & Wellbeing Strategy	Opportunities for whole staff development to be investigated and offered to non-teaching staff
HMIe 2008 document on the education of learners with dyslexia recommends having a school policy dedicated to supporting dyslexic pupils.	Consult staff and audit current practice. Draft a whole school accessibility policy to support the needs of ALL pupils with disabilities.

<p>HMIe recommends revisiting training on disabilities for all staff on a regular basis.</p>	<p>As part of above policy - audit staff training for current session.  Identify training needs.  Encourage staff to include disability training in their CPD portfolio.  Offer in-house and external training opportunities to all.</p>
<p>HMIe recommends greater parent and pupil involvement in auditing provision for pupils with hidden disabilities such as dyslexia and dyspraxia.</p>	<p>Consultation exercises, e.g. Questionnaires or conferencing in pupil forums to survey existing provision and gain ideas for improvement.</p>
<p>HMIe recommends tracking the progress of individual pupils facing learning barriers to ensure appropriate and adequate provision is in place.</p>	<p>Use screening information about individual learning styles to inform teaching approaches for individuals requiring additional support.</p>
<p>Aim to provide consistency of provision for ASN pupils across the whole school</p>	<p>Improve dissemination of information, evidence gathering and recording for use in lesson planning and reporting to parents</p>
<p><i>Books for All</i> should be made available in electronic form for EAL pupils and any pupil with visual difficulties including dyslexia or Meares-Irlen Syndrome.</p>	<p>Investigate availability of textbooks from <i>Books for All</i> (Call Scotland project) as well as technologies such as iBooks, eBooks and MP3 downloads as additions to school library service.</p>