



ARCHDIOCESE OF BIRMINGHAM
ST. MARGARET MARY'S RC PRIMARY SCHOOL
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Accessibility Plan (Overview) 2018-2021

<p>To improve access for children with SEND.</p>	<p>Curriculum Environment Information</p>	<p>Give opportunities for parents when necessary to have a termly reviews about their child's progress and provision.</p>
		<p>All pupils have ITPs and busy bags and these will be updated according to individual needs termly.</p>
<p>To improve access, progress and participation for children with communication and interaction needs</p>	<p>Curriculum Environment Information</p>	<p>Annual training will be ongoing for /fine motor and SALT provision to ensure staff is continually up to date.</p>
		<p>When new children with needs arrive at school we are able to baseline individual needs and put an action plan in place.</p>
		<p>To ensure all trips are accessible to all children. Risk assessments and ensure adjustments are made well in advance.</p>
<p>To improve access, progress and participation for children with sensory and physical needs.</p>	<p>Curriculum Environment Information</p>	<p>Annual training takes place for all staff - Autism Spectrum Disorder.</p>
		<p>All classes to have new Promethean Boards to enhance visual learning</p>



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		for pupils. By 2021.
		Teaching assistants to have Tier 2 training this academic year (2017-18)
		Pupils with HI are supported in rooms with good acoustics and a closed door policy for that particular year group. Annual update training for teacher and TA supporting HI pupil. Responsibility given to TA to ensure equipment is in place and functional.
		To ensure that a seamless join takes place for resources and provision. At the end of every academic year meetings held with current and new teachers to hand over information e.g. when headphones are facilitated across the curriculum for a pupil with ASD in KS2. To ensure that the range of children with disabilities is considered when replacing tables and chairs (e.g. adjustable height, physio chairs, non-shine surfaces etc)
To improve access ,progress and participation for children with cognition and learning needs	Curriculum Environment Information	To ensure that Individual learning plans are in place and monitored for identified pupils weekly.
		Monitor need of all pupils and identify relevant interventions and projects that can enhance their learning and cognition needs.
To improve access, progress and participation for children with social, emotional, mental health needs.	Curriculum Environment Information	To continue to use external agencies (School Nurse and EP) for ongoing guidance for pupils with emotional difficulties.
		Weekly Nurture group will be ongoing to suit the needs of pupils that attend.



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