Accessibility Plan

Mowmacre Hill
Primary School

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Document Purpose

At Mowmacre Hill Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

(a)   He or she has a physical or mental impairment, and

(b)   The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Objectives

Key Objective: To reduce and eliminate barriers of access to the curriculum; and to ensure full participation in the school community for pupils and prospective pupils with a disability.

Mowmacre Hill Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Mowmacre Hill Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

➢ Increase **access to the curriculum** for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

➢ **Improve and maintain 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 within a reasonable timeframe;

➢ **Improve the delivery of written information to pupils, staff, parents and visitors** with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Mowmacre Hill Primary School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy

- Curriculum Policies

- Emergency Plan

- Health & Safety Policy

- School Improvement Plan

- Special Educational Needs and Disabilities Policy

- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This policy, having been presented to and agreed upon by the whole staff and Governing body is distributed for the information of

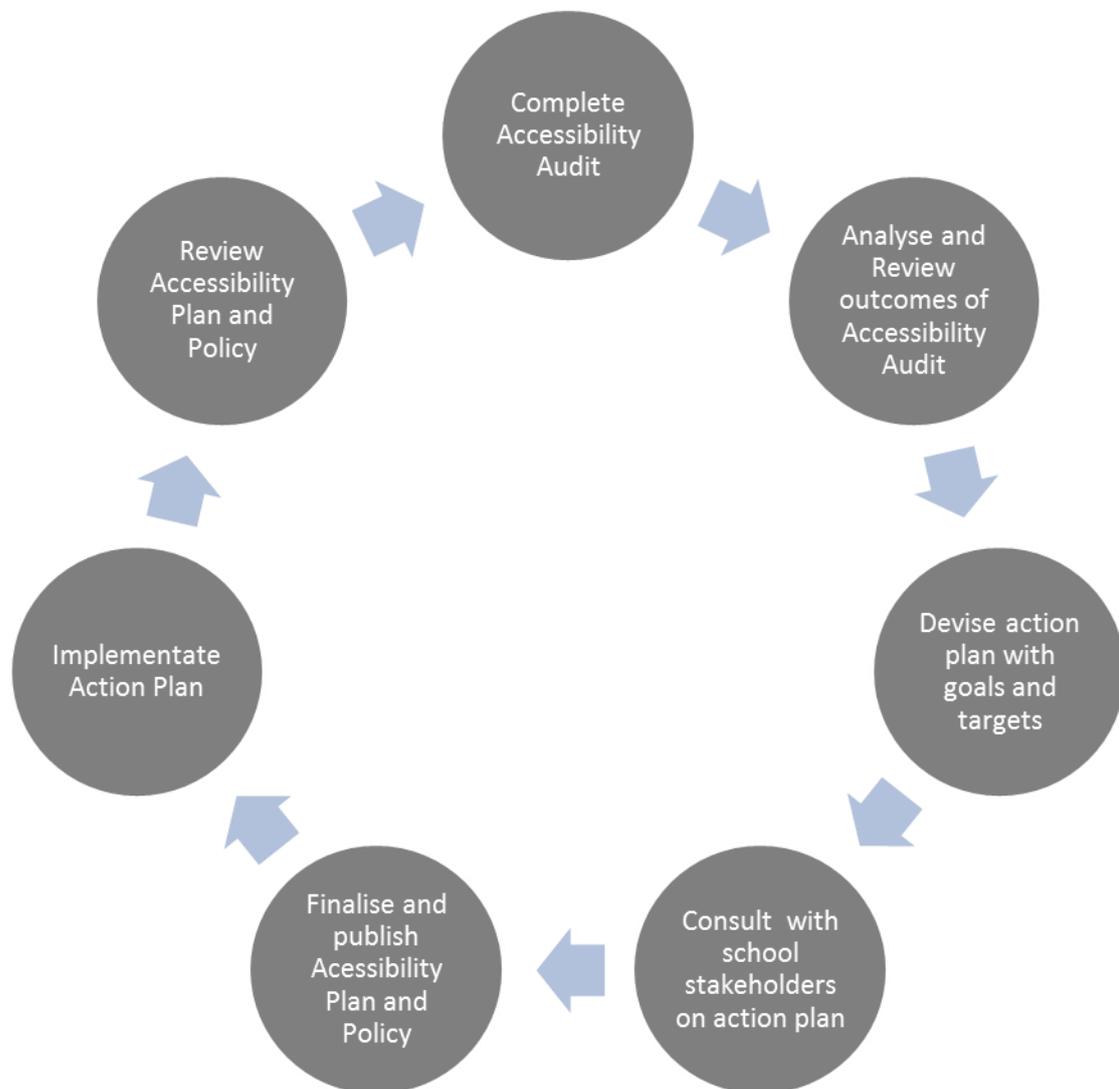All teaching staff

All teaching assistants

All school support staff

A copy of this policy is available for

- School governors

- External professionals

- OFSTED

- Parent

- Visiting teachers

- Other interested adults (psychological services etc.)

Accessibility Plan – Identifying Barriers to Access

The Accessibility Plan will run on a 3 year cycle and follow the planning process outlined below. If necessary Mowmacre Hill Primary School will carry out interim reviews within the 3 year cycle to ensure that the needs of new members of our school community are catered for.

Complete Accessibility Audit

Analyse and Review outcomes of Accessibility Audit

Devise action plan with goals and targets

Consult with school stakeholders on action plan

Finalise and publish Acessibility Plan and Policy

Implementate Action Plan

Review Accessibility Plan and Policy

IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This checklist comprises of three sections. In the first, you are asked to consider whether the school environment in which you work is designed to meet the needs of all pupils and/or visitors, including those with SEN and/or disability. The second and third sections should be used to identify how your school delivers its curriculum and provides written materials in alternative formats and to provide a clearer picture of the barriers to access that exist in the school culture. This list is not exhaustive.

1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Physical Access	Score	Evidence / Action
Are your classrooms optimally organised for disabled pupils?	3	4 classrooms upstairs not accessible Clear paths to fire exits, coats pegs and pupils draws. Space limits access around the room
Does the size and layout of the areas including all academic, sporting, play, social facilities-classrooms, the assembly hall, library, playgrounds, common rooms allow access for all pupils	2	4 classrooms upstairs not accessible All other areas accessible.
Can pupils that use wheel chairs or mobility aids move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers	3	Small steps between outside and inside caused by doorframe. Wheel chairs would be able to access
Are pathways of travel around the school sight and parking arrangement safe with routes logical and well signed	1	No signs currently in place
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities, including alarms with both visual and auditory components	1	Sound and light. Pupils with SEND have individuals responsible for evacuation
Are non-visual guides used, to assist people to use the buildings including lifts with tactile buttons	NA	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	2	Classrooms can be over stimulating with displays. Corridors more clear, particularly since redecoration
Are areas to which pupils should have access well lit?	1	Emergency lighting in place and checked monthly
Are steps made to reduce background noise for those pupils with sensory needs such as considering a rooms acoustics and noisy equipment?	2	Considered and reviewed regularly
Is furniture and equipment selected, adjusted and located appropriately?	1	Table and chair regulations followed according to H&S policy
Are quiet rooms/calming rooms available to children who need this facility?	1	2 x KS1 building 1 x ks 1 building
Are car park spaces reserved for disabled people near the main entrance?	4	Car park over busy Plans to increase
Are there any barriers to easy movement around the site	1	No barriers

and to the main entrance?		
Are steps needed for access to the main entrance? Y/N Do all those steps have a contrasting colour edging?	N	The school has a ramp Contrasting colour on ramp to be replaced
If there are steps, is a ramp provided to access the main entrance?	Y	
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	NA	
Is it possible for a wheelchair user to get through the principal door unaided? Y/N If no, is an alternative wheelchair accessible entrance provided?	Y	Automatic door Push button to leave is at low level
Do all internal doors allow a wheelchair user to get through unaided?	N	Due to fire safety, doors remain closed. To be reviewed
Do all the corridors have a clear unobstructed width of 1.2m?	Y	
Does the school have a wheelchair accessible toilet?		KS1 building yes KS2 building no Sports hall Yes
Does the block have accessible changing rooms/shower facilities?	Y	Sports hall/KS1
How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey?	b	
If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	N	Black currently. Need to be made brighter
Is there a continuous handrail on each internal stair flight and landing?	Y	Only on one side
Does the block have a lift that can be used by wheelchair users?	N	
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	Y	

Access to the Curriculum	Score	Evidence / Action
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	Y	Outside professional as required for individual pupils Share din whole staff training
Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	Y	OT involvement Individual training for specific needs on a case to case basis
Is teaching and the curriculum appropriately differentiated to meet individual needs so that children and young people make good progress?	Y	Range of differentiation in place to strategies to support. See pupils PPPs
Are there a variety of activities planned for and implemented, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	Y	Evidenced in planning
Do lessons provide opportunities for all pupils to achieve and succeed?	Y	School monitoring shows this

Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	Y	Range of activities and adaptions depending on need. See PPP and individual care plans
Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	Y	Range of activities and adaptions depending on need. See PPP and individual care plans
Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	1	Range of activities and adaptions depending on need. See PPP and individual care plans
Do you provide access to appropriate technology for those with disabilities?	Y	Technology used as part of everyday planning. Children with identified needs e.g. SpLD have access to ipads etc
Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	Y	All pupils have access to all visits
Are there robust transition arrangements for pupils coming into and leaving the school, (including transition into Early Years and transition to secondary placements)?	Y	Transition plans in place. Regular meetings held and next school invited to transition meetings
Are there high expectations of all pupils behaviour ?	Y	Individual behaviour plans in place for all pupils that require them
Are pupils equally valued?	Y	School values system
Are School policies reviewed, updated in accordance with legislation and shared with all stake holders eg. Anti bullying, SEND policies, health and safety, Behaviour etc	Y	All policies review and published on school website or obtained through the school office See policy review cycle

Information Access	Score	Evidence / Action
Do you provide information in simple language, symbols, large print, on audiotape or in braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	2	As required for individual needs e.g. simple language and literacy support such as Communicate and Print Augmented communication systems
Do you ensure that all information is presented to groups in a way which is user friendly for people with disabilities eg. By reading aloud, over head projector and describing diagrams.	2	Meetings held with parents in a way that they can access depending parental needs e.g. language, literacy skills, visuals. See CPOMs for evidence
Do you have facilities such as ICT to produce written information in different formats?	2	Enlarged texts. Font specifically used to fit BDA Dyslexia Friendly fonts
Do you ensure all staff are familiar with technology and practices developed to assist people with disabilities?	2	Developed on case to case e.g. ICT and Apps.
Are the 'responsible body' aware of their duties and responsibilities under DDA?	1	All staff and stakeholder updates

Accessibility Plan Key Recommendations

Physical access	To ensure that all areas of the lower ground of the school is accessible by wheel chair uses independently To ensure that all steps and uneven ground is highlighted adequately. Disability parking provided Disabled toilet access KS2
Curriculum access	For our children to develop further experiences of working with people with disabilities
Information access	A register of parents for which written communication is not appropriate.

Access Plan- Physical Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	To ensure that all steps and uneven ground is highlighted adequately.	Area to be highlighted with approved contrasting colour markings	Steps are marked in line with H&S recommendations	Summer 2017	Premises officer	The school building is safe from potential tripping hazards
Medium term	To ensure that all areas of the lower ground of the school is accessible by wheel chair uses independently	Corridor refurbishment to consider disability uses	Corridors accesses independently by disabled users	2018	Premises officer/Head teacher	The school is more user friendly
Long term	Disability parking provided	Car park expansion to include disability spaces	Disabled people can park with ease	2019	Premises officer, advisory board and head teacher	Parking spaces are available.

Access Plan- Curriculum Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria

| Short term | To engage with member of the community on a frequent basis | Visits to care home

PSHE curriculum links

Parents involved as part of everyday practise | Children to be familiar wand exposed to individuals additional needs | Summer 2017 | All staff

PSHE lead | Children comfortable working with members of the community |
| --- | --- | --- | --- | --- | --- | --- |
| Medium term | Embed community links into curriculum | Community invited into school | Children to be familiar wand exposed to individuals additional needs | 2017-18 | All staff

PSHE lead | Children comfortable working with members of the community |
| Long term | Develop links with local special schools | Joint learning experiences | Pupils to be aware and understanding of other needs | 2018-19 | SENDCo | Children engaging and working well together |

Access Plan- Information Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	Ensure all are aware of their responsibilities in regard to SEND.	Clarify DDA responsibilities. Regularly update staff about their responsibilities. .	Staff are clear of their individual responsibilities	Ongoing	SENDCo

All staff | Staff are clear what DDA responsibilities are. Staff are clear on their individual roles and responsibilities. |
| Medium term | Expand access to communication methods in school. | Invest in suitable software. Train staff in different communication methods. | Software is available in school to aid communication in different formats. Staff use communication software. | 2017-18 | SENDCo/ ICT technician | Communication is clear to everyone. Communication is improved. |
| Long term | Ensure lines of communication with parents | Audit parents communication needs. | All families access school information | 2018-19 | Office staff | All families are communicated with effectively. |

	and carers are clear for all people.	Establish the best means of communication for all families.	with ease.			All families communication needs are logged.