

# Maidensbridge Primary School



## Accessibility Plan

### 2023-2024

<b>Review Date</b>	February 2023	<b>Reviewed By</b>	Mrs Mason
<b>To be reviewed</b>	February 2024	<b>Governors approved</b>	February 2023



# **Accessibility Plan**

## **1. Vision Statement**

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. Maidensbridge Primary School is committed to providing an environment that provides a curriculum that is inclusive and accessible for all members of our school community.

Maidensbridge Primary School is a fully inclusive school that respects and celebrates diversity and difference. This Accessibility Plan demonstrates how we intend, over time, to increase the accessibility of our school to meet the needs of our school community.

### **1.1 Legal Requirements**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). 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'.

The purpose of the Accessibility Plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
3. Improving information delivery to pupils with disabilities.

### **1.2 Definition of Disability**

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.

### 1.3 Responsibilities of Governing Body

The Governing Body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.  
Undertake reasonable adjustments to enable staff to access the workplace.

### 1.4 Development and Review

The Accessibility Plan is guided by the principles and procedures outlined in the school's Equality Policy.

The Accessibility Plan will be reviewed annually by the Senior Leadership Team to ensure it is effective.

## 2. Accessibility Plan Aims

At Maidensbridge Primary School, we aim to:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of accessible information for disabled pupils.

## 3. Governing Body Agreement

Signed (Head teacher): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (Governor): \_\_\_\_\_ Date: \_\_\_\_\_

## Access to the curriculum for pupils with a disability

Short Term Targets	Actions	Timescale	Responsibility	Success Criteria
To ensure that staff are fully informed and aware of the needs of the pupils in their class.	Provision Mapping Meetings to take place each term.	Ongoing	SENDCo Class Teachers	Improved levels of communication and liaison between staff. Needs of pupils with additional needs are more effectively met. smoother transitions and continuation of learning. Pupils with additional needs have full access to the curriculum and make expected progress.
	Class context sheets provided to each class teacher.	Autumn Term	SENDCo	
To offer a differentiated curriculum that is accessible to all pupils.	All staff to consider the needs and voice of the pupils when planning curriculum experiences.	Ongoing	Class Teachers	Pupils actively involved in learning process. Improved levels of engagement, progress, and confidence as a learner. Differentiation if appropriate to the needs of the pupils. Monitoring celebrates how the curriculum has been adjusted to meet the needs of all pupils.
To implement reasonable adjustments that enable all pupils' access a curriculum that is appropriate to their needs.	Resources to be tailored to the needs of pupils who require support to access the curriculum.	Ongoing	Class Teachers	
	Seek advice from external agencies as required.	Ongoing	SENDCo Class Teachers	
	Staff to demonstrate skill at differentiating the curriculum. Provide CPD as required.	Spring & Summer	SLT SENDCo Class Teachers	
To celebrate diversity in a positive manner.	Curriculum resources to include examples of people with disabilities.	From September	Class Teachers	Increased awareness and acceptance of diversity within our school community. Increased knowledge of how to support pupils with additional needs.
	Plan themed days to raise awareness of diversity within our school community.	Ongoing	SLT SENDCo	
Closely monitor the data of core subjects to ensure progress and achievement of all pupils, including those with a disability.	Targets are set effectively using the DAPPA scale and are appropriate to for pupils with additional needs.	From Autumn	Class Teachers SENDCo	Progress of pupils with disabilities closely monitored. Targeted interventions with clear expectations to reduce barriers to learning. Accelerated progress for the pupil.
	Discuss the progress of individuals during Pupil Progress Meetings each term.	Ongoing	Headteacher SENDCo Class Teachers	

	Concerns to be monitored and discussed with the SENDCo.	Ongoing	SENDCo Class Teachers	Support network is in place for the pupil and family.
	Provision Mapping Meetings to take place each term to ensure that the provision meets the needs and voice of the pupil with SEND.	Ongoing	Headteacher SENDCo Class Teachers Pupils	
To ensure a smooth transition for all pupils with additional needs.	Provision planning meeting to ensure that the classroom layout is fully accessible to meet the learning, SEMH and physical needs of the pupils. Children will spend time in their new room and with their new class teacher before September.	Annually  Summer Term	SENDCo Class Teacher	Children settle into their new classroom environment quickly and adapt to their need routine positively. Needs of individual pupils are met.

<b>Medium Term Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To ensure pupils with additional needs, including a disability have access to ICT equipment.	Assess pupil needs in terms of physical access, needs and ICT equipment required. Chromebooks can be used by all children in any space in school necessary.	Ongoing	SENDCo ICT Leader Class Teachers	Full and purposeful access to ICT for all pupils with disabilities. Increased levels of engagement in curriculum activities. Evidence of ICT equipment being used in lessons during observations and learning walks.
To ensure that pupils with disabilities have equal access to extra-curricular activities.	Audit the number of pupils with SEND who are accessing with extra-curricular activities each term.	Autumn	SENDCo Extra-Curricular Leaders	Activity leader has a good awareness of the needs of pupils attending extra-curricular activities.
	Complete a pupil voice questionnaire to ascertain their extra-curricular interests and explore provision availability.	From Autumn	SENDCo Extra-Curricular Leaders	Pupils with disabilities have equal access to a range of extra-curricular activities. Required support for pupils with disabilities is in place to enable participation.
	Share key information with extra-curricular activities leaders to ensure that the pupil has an equal	Ongoing	Class Teacher Extra-Curricular Leaders	Pupils enjoy participating in extra-curricular activities. Increased levels of inclusivity.

	opportunity to participate and that adequate support is available.			
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## Access to the Physical Environment

Short Term Targets	Actions	Timescale	Responsibility	Success Criteria
To ensure that all individuals with a disability can be safely evacuated.	Personal Emergency Evacuation Plans (PEEPs) for identified individuals.	Annually Ongoing	SENDCo	PEEPs implemented for identified individuals and named adults aware of the procedures to follow.
	PEEPs to be incorporated into planned emergency evacuations.	Ongoing	SENDCo Headteacher	
To ensure that the care room is well maintained and, all equipment is in good working order and easily accessible.	Care room to be cleaned daily. Resources and equipment need to be stored Regular maintenance check of equipment.	Daily Ongoing	Site Manager	Care Room is readily accessible for use by all members of the school community. High standards of hygiene are maintained and equipment is in good working order.
	Resources and equipment need to be stored in cupboard of the care room.	Ongoing	Site Manager	
	Regular maintenance check of equipment.	Ongoing	Site Manager	
	Regular disposal of Clinical Waste and Nappy Bin.	Ongoing	Site Manager	
To be fully aware of the access needs of disabled pupils, staff, parents and carers.	Access arrangements to be discussed with parents and/ carers, and external agencies on entry to school.	Ongoing	Headteacher SENDCo PIMIS	Access needs are addressed for pupils, staff, parents and carers. All stakeholders feel more included in school life.
	Incorporate access to the physical environment into a pupils individual Provision Map.	Ongoing	Headteacher SENDCo Class Teachers	
	Access to the physical environment to be discussed with parents and/ carers during Provision Mapping Meetings. Risk assessments completed if necessary.	Ongoing	SENDCo Class Teachers	

<b>Medium- Long Term Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Ensure that internal areas of the school are wheelchair accessible.	Complete an Access Audit.	Summer	SENDCo Site Manger	Corridors and key classroom environments are wheelchair friendly.
	Regular servicing of the lift.	Ongoing	Site Manager	
Review signage to ensure that access routes around school are clear.	Signs indicate disable parking bay and wheelchair friendly routes around school.	Termly review	Site Manager	Physical accessibility of school site increased.
Ensure that the steps and clearly are clearly marked.	External steps and ramps highlighted in yellow/ white non-slip paint.	Ongoing	Site Manager	Hazards highlighted to increase visibility for visually impaired. All areas monitored and maintained.

## Access to Information for disabled pupils

Target	Actions	Timescale	Responsibility	Success Criteria
Visual Timetables to be accessible for all children.	Visual timetables to be differentiated according to needs and age of the pupils (written or pictorial).	Ongoing	SENDCo Class Teachers	Help to reduce the levels of anxiety amongst learners. This multi-sensory approach helps learners to behave well, be motivated, develop independence and reinforce conceptual understanding. Observations and learning walks celebrate used of visuals.
	Individual desktop timetables for identified children to be discussed at Provision Mapping Meetings.	Ongoing	SENDCo Class Teachers	
Availability of written materials in alternative formats.	Improve availability of information for parents and carers.	Ongoing	School Office	Written information available in alternative formats.
	Display appropriate leaflets for parents to access.	Ongoing	School Office	
	Provide translated documentation where appropriate.	Ongoing	School Office	
Ensure that documents are accessible for pupils with a visual impairments of specific learning difficulty.	Enlarge all texts and clear font to be used in documentation.	Ongoing	Class Teacher	Increased access to learning for pupils. Reduced levels of visual and emotional distress,
	Use of a magnifier where appropriate.	Ongoing	SENDCo Class Teacher	
	Texts to be photocopied on to required paper colour and personal overlays to be provided.	Ongoing	SENDCo Class Teacher	
	Visual Impairment to provide advice as required.	Ongoing	SENDCo	