



# Accessibility Plan 2015-2018

Person Responsible	Miss L Wallis (DSL)
Date Adopted:	November 16
Chair of Governors Signature:	
Review Date:	Autumn 2016
Next Review Date:	Autumn 2017

## **Moulton Primary School Accessibility Plan – 2015 to 2018**

### **1. Vision Statement**

### **2. Aims and Objectives**

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## **1. Vision Statement:**

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. 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 listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Moulton Primary School has high expectations for all of its pupils and expects them to participate and achieve in every aspect of school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school aims to:

- set appropriate learning challenges
- respond to pupils diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

*We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability.*

At Moulton Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Moulton Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Action plan, and will similarly be published on the school website. We understand that the Local

Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Moulton 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.

4) The Moulton Primary School 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 disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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.

5) The Moulton Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan

- Inclusion Policy

8) 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.

9) School Policies will be checked for equality. 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.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Premises Health and Safety Committee.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_

Date \_\_\_\_\_

Reviewed Lucy Wallis

November 2016

*Interim review will be made when the building works are completed and in preparation for the new wing being opened for use.*

Date of next Review:

November 2017

## **2. Aims and Objectives**

**Our Aims are:**

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

## **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff eg Larger text versions, translated into different languages, email correspondence and scribes .

## **4. Access Audit**

The school is a two storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all. The school at this present time, has limited access for wheel chair users in some areas of the school that are unable to be changed due to the age and design of the building.

Therefore children with a permanent need for a wheelchair may be referred to other schools in the area with better access. The school has looked into having a lift fitted but this was not viable.

On-site car parking for staff and visitors includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped (Except for the KS2 playground access) and all have wide doors fitted. The main entrance has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available. All of these are fitted with a handrail.

The school has internal emergency signage and escape routes are clearly marked.

#### **5. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.

## 6. Action Plan

### Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Nursery providers to review potential intake for Sept 15	To identify pupils who may need additional to or different from provision for Sept 15 Intake	Sept 2015/2016	HT EYFS teacher	Procedures/equipment / ideas set in place by Sept 2015. <b>Completed. Repeat for Sept 2017 intake.</b>
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders School Business Manager	All policies clearly reflect inclusive practice and procedure <b>See Policy Review Schedule</b>
	To establish close liaison with parents	To ensure collaboration and sharing between school and families. Workshops on different disabilities to be offered after school Accessibility Survey.	Ongoing throughout 2015/16	HT All Teachers	Clear collaborative working approach <b>Continue to develop links 2016/17</b>



<p>To establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, hearing impairment or mobility issues.</p>	<p>To ensure collaboration between all key personnel</p>	<p>Ongoing throughout 2015/16.</p>	<p>HT TAs Outside agencies</p>	<p>Clear collaborative working approach <b>Continue to develop links 2016/17</b></p>
<p>To ensure full access to the curriculum for all children.</p>	<p>Employment of specialist advisory teachers; CPD for staff and</p> <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• The use of small steps assessment from the school Cornerstones curriculum to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> </ul> <p>Specific equipment sourced from occupational therapy</p>	<p>Ongoing</p>	<p>Inclusion Manager Teachers Teaching assistants</p>	<p>Advice taken and strategies evident in classroom practice  <b>Continue to develop links 2016/17</b></p>

To finely review attainment of all SEN pupils.	Inclusion Manager/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers Inclusion Manager	Progress made towards IEP targets Provision mapping shows clear steps and progress made <b>Ongoing</b>
To monitor attainment of Very Able & Talented	Policy and Very Able and Talented list to be updated Very Able and Talented booster groups/activities Monitor Very Able & Talented	Ongoing Annually	Very Able & Talented Co-ordinator Class teachers	Very Able & Talented Children making proportionate progress. Achieving above average results <b>Ongoing</b>

	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Features such as larger keyboards and typing lessons to aid disabled users in using a keyboard</li> <li>• SALT training for relevant staff</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>	Ongoing	Whole school approach	<p>Variety of learning styles and multi- sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p> <p>Ongoing and reassessed when new pupils join as appropriate.</p>
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Core curriculum co-ordinators	All children making good progress. Ongoing
	To deliver findings to the Governing Body	Premises Health and Safety Committee.	Annually Termly SEN Governor / INCLUSION MANAGER meetings	Inclusion Manager SLT/SEN Governor	Governors fully informed about SEN provision and progress New inclusion lead to share new changes in Autumn 2016.

Commented [DC1]: DB we need to appoint a new SEN Governor

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible. <i>As necessary</i>
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained. <i>Monitor termly</i>

<p>Ensuring all with a disability are able to be involved.</p>	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of the IEP process</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.</li> </ul>	<p>With immediate effect, to be constantly reviewed</p>	<p>Teaching and non-teaching staff</p>	<p>Enabling needs to be met where possible. Ongoing</p>
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	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Recorded in Medical Needs Policy.	With immediate effect to be constantly reviewed	Head Teacher Inclusion Manager	To support pupils with medical needs as required.
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>• Utilise disabled parking spaces for disabled to drop off &amp; collect children</li> <li>• Arrange interpreters to communicate with deaf parents</li> <li>• offer a telephone call to explain letters home for some parents who need this</li> <li>• adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week	Ongoing	PSHE PE Co-ordinator SLT	No accidents

**Aim 3: To improve the delivery of information to disabled pupils and parents.**

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	Parent with Hearing impairment	Regular communication with parents Email used instead of phone calls. Interpreter provided for reviews	Ongoing	Inclusion Manager Class teacher SLT	Two way communication in place. <b>Home school books, use of emails.</b>
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum. <b>Staff training and support on a needs basis.</b>
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> <li>Auditing signage around the school to ensure that is accessible to all</li> </ul>	Ongoing	LW/DC	Clear signage
	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> <li>Records passed up to each class teacher.</li> <li>End of year class teacher</li> </ul>	Annually	Class teacher Inclusion manager Outside agencies	Each teacher/staff member aware of disabilities of children in their classes <b>Transition handover</b>



		meetings <ul style="list-style-type: none"> <li>• Annual reviews</li> <li>• IEP meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Personal health plans</li> <li>• Significant health problems – children’s photos displayed on staffroom notice board / info kept in separate file in staffroom</li> </ul>		SLT Office staff	
	In school record system to be reviewed and improved where necessary.  (Records on Sims/ network/ protected)	Record keeping system to be reviewed.	Continual review and improvement	School Business Manager Inclusion Manager	Effective communication of information about disabilities throughout school.