

Manuden Primary School

Accessibility Plan

Approved by the Governing Body on the 9th September 2021

Section One: Vision Statement

The Equalities Act 2010 states that 'Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.' The Equalities Act 2010 states that 'schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.'

Purpose of the plan

The purpose of the plan is to show the current good practice with regard to accessibility for disabled pupils at our school and how we intend over time, to increase the accessibility of our school.

Definition of disability

The Equalities Act 2010 defines disability as when a person has a 'physical or mental impairment, which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Aims

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Manuden Primary School's Vision, Values and Aims

Our Vision

Nurturing life skills and inspiring achievement for today and tomorrow

Our Values and Aims

Mastering through a growth mindset approach	so that we are confident risk takers in our learning.
Achieving through challenge	so that everyone reaches their full potential academically, emotionally and socially.
Nurturing life skills	so that we become independent, resilient and self-assured learners.
Understanding and valuing others	through trust, respect, care and love so that we become active and engaged citizens within our community.
Developing a positive learning environment	which is safe, stimulating, enjoyable and supportive
Encouraging creativity and curiosity	through purposeful and inspiring learning experiences so that all individuals are motivated to learn both in and out of school.
Nourishing healthy behaviour	Through physical activity, a balanced diet and positive thinking so that our wellbeing impacts on our happiness in everyday life.

Training

Whole school training will be provided when necessary, recognising the need to continue raising awareness for staff on equality issues with reference to the Equality Act 2010.

Monitoring Procedures

The Governing Body will keep this Accessibility Plan under review during the period to which it relates and, if necessary, revise it. The Governing Body will take responsibility for implementing this accessibility plan. It may be inspected as part of Part 1 of the Education Act 2005, or Chapter 1 of Part 4 of the Education and Skills Act 2008 (regulation and inspection of independent education provision in England). The Governing Body has regard to the need to allocate adequate resources for implementing the plan.

Complaints Procedure

This can be accessed via our school website and can be found by clicking on the Concerns and Complaints tab which can be found within the Parent section.

Related Policies

- Behaviour Policy
- Equality and Diversity for Pupils Policy
- Health and Safety Policy
- English as an Additional Language Policy
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions Policy
- SEND (Special, Educational, Needs and Disability) Information Report

Section Two: Aims and Objectives

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils with a disability.

Our aims are to:

- 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

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability.	The curriculum is adapted and regularly reviewed to ensure all pupils can access the learning.	To maintain the high levels of participation by all pupils regardless of	Termly curriculum reviews to be undertaken to measure progress, attainment and pupil participation.	SLT SENCO Class Teachers	Before and after each class learning experience Start & End of each term	All pupils regardless of their need or disability will be able to participate as

<p>Equipment/resources are provided for those who may need it.</p> <p>Barriers to learning and any additional needs are identified and addressed with SEN Support/Care plans being written in consultation with parents and the children for those who may need them.</p> <p>If required for pupils with hearing impairments, adults working with them will wear radio transmitters in order to ensure that they are fully included in the curriculum.</p> <p>During SATS access arrangements, due regard is given to pupils' needs.</p> <p>All forms of achievement, both in and out of school are celebrated.</p> <p>The school promotes life skills and a range of other social responsibilities, including participation in charity events and promoting healthy lifestyles.</p>	<p>additional need or disability.</p>	<p>Implement any recommendations made by the Local Authority and health professionals.</p> <p>Training for new staff as required. Time for relevant stakeholders to engage with any SEN support/care plans. Review meetings to take place with the parents of pupils with support/care plans. Transition meetings and sessions to take place at end of the academic year.</p> <p>Radio transmitters to be worn if required.</p> <p>Access arrangements made to be followed and monitored.</p> <p>Achievements to be celebrated via class blogs, headteacher's newsletters, assemblies and at any special events held.</p> <p>Carried out through living the school values.</p>	<p>SENCO HT/DH Support Staff Teachers LA Health professionals</p> <p>SENCO Support Staff Teachers</p> <p>SENCO Class Teacher Teaching Assistant</p> <p>Headteacher Class Teacher Deputy Head</p> <p>HT Staff</p>	<p>Termly/As and when received</p> <p>Termly/As and when received</p> <p>As and when if needed</p> <p>Spring and Summer Terms</p> <p>On going Weekly blogs Weekly newsletters See calendar of events on school website</p>	<p>fully as possible in all aspects of school life.</p>
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	<p>The principle of inclusion is central to the school vision, values and aims</p> <p>Educational visits and residential opportunities are fully accessible to all pupils – risk assessments are carried out to ensure accessibility needs are viable and met.</p>		<p>Discuss and review during half termly vision, values and aims work at staff meetings</p> <p>Risk assessments to be undertaken prior to visits and to be approved the EVC (Educational Visits Coordinator)</p>	<p>All stakeholders</p> <p>Visit organisers EVC</p>	<p>Half Termly</p> <p>Completed when planning visits</p>	
<p>Improve and maintain access to the physical environment.</p>	<p>All classrooms are on one level. A ramp is in place for wheelchair access from the playground to the school</p> <p>Further ramps to all classrooms are to be planned for future school building work to make all areas of the school more easily accessible.</p> <p>The pathway route to the school entrance is easily accessible with a sloping entrance in place.</p> <p>There is a disability-parking bay on the school drive.</p> <p>Events for parents/carers are always held in accessible parts of the school.</p> <p>School friendly no parking cones are used at front of school to remind parents about not blocking school entrance during ‘Drop Off’ and ‘Pick Up’ times. No parking banner is also in place.</p>	<p>For current and new stakeholders to be able to access all areas of the school.</p>	<p>To undertake a facilities audit to ensure that accessibility is maximised for all stakeholders. Review direct access to classrooms.</p> <p>Seek advice of specialists working with pupils with a disability.</p> <p>Budget for and add specialist features as necessary, including any improvements to the physical environment and physical aids to access education.</p> <p>Risk assessments to be carried out for all events – internal and external.</p> <p>Monitor procedures and send reminders if required</p>	<p>HT F&P Committee Handyman</p> <p>HT/F&P Committee</p> <p>HT/Finance & Personnel Committee</p> <p>Event Organiser</p> <p>SLT Teachers on duty Community police</p>	<p>September 2021</p> <p>As required</p> <p>As required</p> <p>Weekly</p>	<p>All stakeholders will be able to safely access all areas to the school.</p>

	<p>All school areas are well lit with a sensor light installed at the school entrance.</p> <p>Differentiated resources are purchased and/or created by staff to meet the needs of all.</p> <p>External areas</p> <p>Fire doors fitted with door guards</p>		<p>Carry out regular tests to ensure it is in working order.</p> <p>Check and implement a yearly rolling programme of maintenance.</p> <p>During icy conditions, treat surfaces with grit.</p> <p>Check doors and facilities are in working order and clear of any obstacles.</p>	<p>Handyman</p> <p>Staff</p> <p>SLT</p> <p>SLT</p> <p>Handyman</p>	<p>Monthly</p> <p>September 2021</p> <p>Determined by weather conditions</p> <p>Daily checks</p> <p>Weekly</p>	
<p>Improve the delivery of written information to pupils.</p>	<p>Print is enlarged for pupils where necessary.</p> <p>Should pupils struggle with reading black text on white, the background is changed for them (either through changing the background colour on the board, copying onto coloured paper or by using a coloured overlay).</p> <p>Where pupils struggle to read from a board, text is printed for them to have next to them, or depending on the severity of the need, they may be sat closer to the board.</p> <p>Reading guides are used for pupils who have difficulty tracking the text.</p> <p>To ensure good communication, close links are made with the school's SENCO, external agencies and disabled pupils and their families.</p>	<p>All pupils will be able to access the written information provided.</p>	<p>Advice will be sought from professionals.</p> <p>Monitor provision and the impact.</p> <p>Undertake regular research of resources to ensure they are up to date.</p> <p>Use symbolic representations and visual timetables.</p> <p>Resource if needed</p> <p>SENCO to coordinate meetings</p>	<p>SENCO</p> <p>SENCO Teachers Support Staff</p> <p>Class teachers Support Staff</p> <p>Teachers Support Staff SENCO</p> <p>SENCO</p>	<p>As required</p> <p>As required</p> <p>As required</p> <p>As required</p>	<p>All pupils will be able to access all written information.</p>

	<p>IT equipment is used if it enhances provision.</p> <p>The school uses a range of communication methods to ensure information is accessible.</p>		<p>Resource if needed</p> <p>Ensure parents are made aware that they can ask for newsletters and information in different formats if needed.</p> <p>Explore features that may be added to the website to enable information to be read in another language if required.</p>	<p>SENCO Class Teachers Admin/HT</p> <p>Admin Team Headteacher Teachers SENCO</p> <p>HT</p>	<p>On going</p>	
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