

Mayespark Primary School

Disability and Accessibility Plan



Written by: Abdul Muquith Inclusion Leader
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Agreed by Governors:
Review date:

Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with the LA, staff and governors of the school

Current Accessibility Arrangements:

Admissions

The following statement is an extract from the School's Admissions Policy: The Governors of Mayespark Primary School supports the Special Educational Needs and Disability Act (2001). The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs to the School will be conditional upon:

- (a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information
- (b) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs
- (c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision
- (d) Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
- (e) Acceptance by the parents/guardians that some educational opportunities, which take place off-site may not be available. **A Risk Assessment will be undertaken to establish how safe/accessible the activity will be for the pupil.** The above conditions will also apply, if a disability develops during the course of a child's education in Mayespark Primary School.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
Main building	<p>All ground floor classrooms have either flat or ramped entrance and exits.</p> <p>There is the provision of a disabled toilet in the Hygiene Room on the ground floor and two on the first floor.</p> <p>Corridors are wide enough for wheel chairs to be used.</p> <p>Entrance to the building is flat with a ramp leading to the Reception area, allowing for easy wheel chair access.</p>
Annexe	<p>Entrance to the annexe building is flat.</p> <p>There is a disabled toilet on the ground floor.</p> <p>There is no lift to the upper floor.</p> <p>Fire Exits from ground floor classrooms are on flat ground, which lead directly out of the classrooms into the playground and easy access to the Fire Assembly Point.</p>

Downstairs Hall	Easy access through double doors on either side of the corridor. Double doors also leading out into the playground.
Upstairs hall	Limited access as there are stairs that lead into the hall through double doors on both sides of the corridor.
Reception Area	Main entrances are flat allowing for easy wheel chair access. Double fire doors lead directly to outside on flat ground.
Playgrounds	Available for all pupils. Access is available without the need to use steps.
Field Area	Available for all pupils.
Entrance Paths	All clear of steps allowing easy access for all pupils and parents.

The Main Building and the Annexe are approximately 50m apart. Children **who use those classrooms** will need to move between the buildings and while the paths between them are clear and suitable for all pupils the time and physical exertion required to do this may be a barrier to some pupils.

Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

'Evac+Chairs' are stationed at the top of each staircase in the main building for use with children who may need support with exiting down the stairs in an emergency evacuation/fire alarm. Key SLT members are trained to use the equipment safely.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

In our mainstream primary **setting** we cannot **fully** replicate the range of support and resources that a local authority can provide **at specialist provisions**. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEND Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review **and at annual review will be included into the EHC plan.**

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's Assistant Headteacher responsible for SEND **and SENDCo**, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required, **through the specialism within the school and outreach services.**

Informal Curriculum

Pupils at Mayespark Primary School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan or Coordinated **Emotional Well-being** Support Plan.

The suitability of any event and the need for additional support **will be risk assessed and** is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

The plan has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Single Equalities Policy (including Racial Equality)
- Health & Safety Policy
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy
- Behaviour Policy
- The Admissions Policy
- The School Prospectus

Action Plan

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 2 Action Plans which show how the school will address the priorities identified in the plan.

Action Plan 1: Improving Curriculum Access				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Revise the training for new teachers / LSAs on differentiating the curriculum for disabled students.	Undertake an audit of staff training requirements	All teachers/ LSAs are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing	Teachers are able to provide a broad and balanced curriculum for students with disabilities. Further training will be necessary for new staff and NQTs.
When Covid restrictions permit; Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.	Review all out-of -school provision to ensure compliance with legislation	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	Students with disabilities were accessing extra-curricular activities pre-covid. Risks were considered and reduced through Risks Assessments.
Allocate and organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students	Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Students with disabilities are always considered when allocation of new classes are made for September. Whole year groups will be reallocated to a more suitable part of the buildings. Whole classes have been relocated mid-term to facilitate easy accessibility for children who presented at school with casts and access difficulties.

Provide training in manual handling	Provide training for staff	Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate equipment	Dependent on training courses from H&S LA	Support and training has been provided by OT, LA and outreach services.
Administering Medication	Introduce procedures and practices based on LA guidelines.	Minimum administering for safer practices.		Done
Action Plan 2: Improving Written Information and signage				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Written material for pupils available in alternative formats	Research services available through the LA/ Feeder secondary schools and Extended School project for converting written information (including signage) into alternative formats	Able to provide written information in different formats as and when required for individual purposes.	Appropriate improvements ongoing.	Adjustments have been made for specific children.
Make available school prospectus, newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it (e.g larger text etc)	All school information available for all.	Ongoing	
Signs clear and helpful to all users	Improve signage for all both internally and externally.	Signs in and around school give clear guidance to all children, staff and visitors	Ongoing	Multi lingual text available in key areas of the school building
Emergency exit procedures	Review existing provision.	Procedures in place and conforming to current H&S policies and procedures	Ongoing	‘Evac+Chairs’ are stationed at the top of each staircase in the main building for use with children who may need support with exiting down the stairs in an emergency evacuation/fire alarm. Key SLT members are trained to use the equipment safely.

Management of the Plan

- The governors will be responsible for the strategic direction of the School's **Disability and** Accessibility Plan.
- The governors will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Headteacher and the Assistant Headteacher (**Inclusion Leader**) will be responsible for the plans day to day implementation.
- Progress of the Plan's Priorities will be reported:

to the Full Governing Body at least once per year.
in the School Prospectus
on the School website