

Monksmoor Park CE Primary School

Accessibility Plan

Date ratified by Governors:

29th August 2018

Dates reviewed by Governors:

1. 6th October 2022
- 2.
- 3.

Note: This document takes account of the most up to date central government information and guidance, at the time of writing (see footer). It is subject to change as guided by government policy.

1. Aims

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.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Our school values embody this.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

This plan will be reviewed by a range of stakeholders, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum – ONGOING</p> <p>Ensure staff are aware of specific needs of each individual pupil – SHORT</p> <p>Make best use of technology to assist access to the curriculum - ONGOING</p>	<p>Provide regular training. Priorities the immediate needs of the current cohort.</p> <p>Provide staff with detailed 'One Page Profile' of students' needs with disabilities</p> <p>Match the needs of the pupil to the technology to facilitate more independent access to the curriculum</p>	<p>SENDco</p> <p>SENDCo</p> <p>SENDCo</p>	<p>Ongoing but at least once a term</p> <p>Within 1 month of a child starting at the school</p> <p>Ongoing</p>	<p>Staff will have confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.</p> <p>Evidence of ICT equipment being used in lessons effectively to support the learning of pupils with a disability</p>
Improve and maintain access to	As a new build school, the environment supports the needs	Reinstate Forest School path to enable	Project managed by Local Authority.	Headteacher	Sept 1 st	Independent access for pupils in

the physical environment	<p>of pupils through:</p> <ul style="list-style-type: none"> • Ramps • Large corridor width • Disabled parking bays • Disabled toilets and changing facilities • Acoustic panels in hall • Induction loop in main Reception 	<p>wheelchair/walker access – SHORT</p> <p>Relay EYFS outdoor area to enable access to walker – SHORT</p> <p>Relay FS gate access area to allow easier access for pushchair - SHORT</p>	Specialist advice from Occupational therapist		2022	wheel/push chairs and walking frames
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Induction loops • Pictorial representations 	<p>Staff are aware of Widgit symbols and have received training on using Communication in Print – MEDIUM</p> <p>Review the impact of new signage in school</p>	<p>Update signage around school and match to signs used in communication boards</p> <p>Headteacher</p>	SENDCo	<p>Sept 1st 2022</p> <p>Oct 2022</p>	Pupils able to use communication boards to navigate to rooms around school
Provide suitable changing facilities to support dignity of pupils, inline with	Disabled toilet fitted with specialist equipment.	Suitable toilet facilities for those children who need intimate care	<p>Fit track and hoist</p> <p>Train staff to use track and hoist</p>	Headteacher	Sept 1 st 2022	Specialist equipment fitted and used by signed off staff.

recommended manual handling recommendations						
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4. Monitoring arrangements

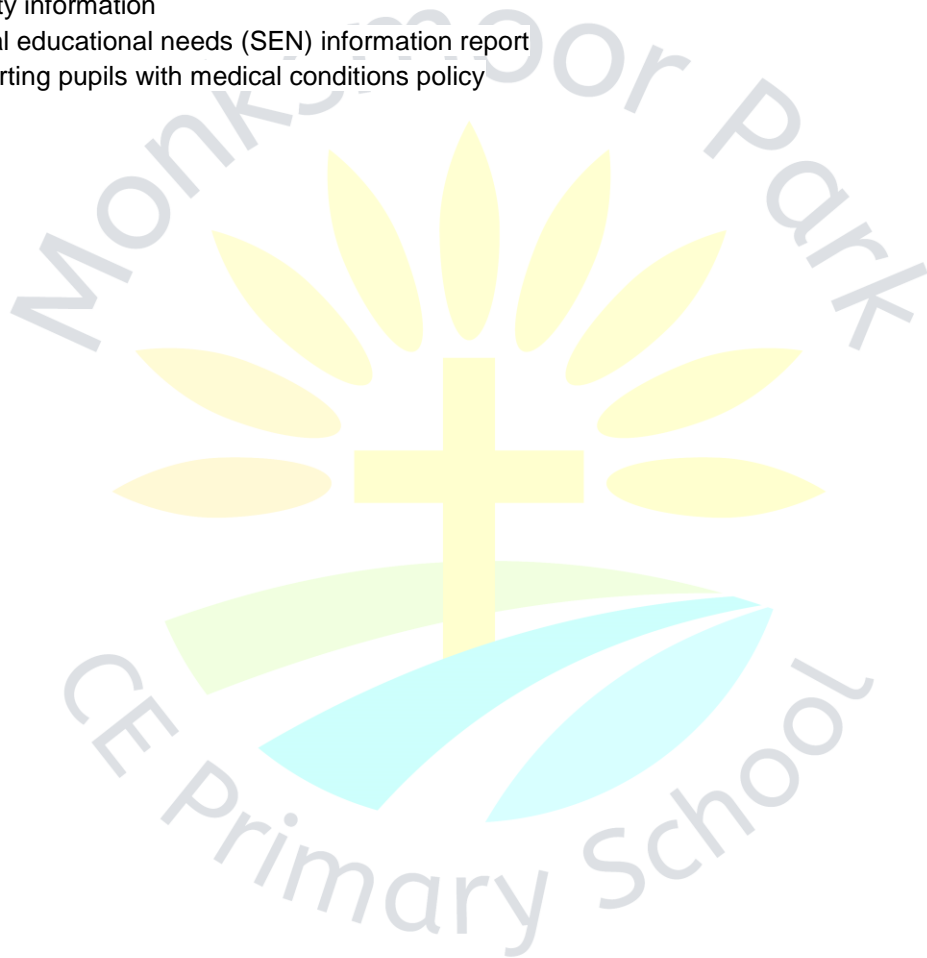
This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Whole school is on the ground floor	None		
Corridor access	Two main corridors for pupils are very wide making them accessible for wheelchair, with plenty of room to manoeuvre	None		
Parking bays	38 parking bays, 3 of which are marked for disabled use only	Increase number of bays and relocate to pupils entrance	Headteacher	Sept 2022
Entrances	All entrances are clearly signed and external lighting is in place. No steps.	None	Headteacher	
Ramps	Gently sloped concrete ramp to enable full access to field.	None		
Toilets	All clearly signed with pictorial signs. One disabled wet room available with toilet, sink and shower.	Install track and hoist	Headteacher	Sept 2022

Reception area	Automatic doors open with glass panels for clear line of sight. Low level Reception desk with induction loop fitted.	None		
Internal signage	Every room is fitted with a colourful sign. All classrooms have a picture depicting the class name. Widgit symbols in place for all rooms	None		
Emergency escape routes	Clearly labelled throughout the school.	Ensure PEEP in place and reviewed by fire service	SBM/Headteacher	Sept 2022
Forest School access	Number of access routes accessible for wheel/push chair and walking frames	Recommendation report from specialist Relay paths	Headteacher	Sept 2022
EYFS area	Fully accessible for pupils in wheel/push chairs and/or walking frames	Recommendation report from specialist Relay surface	Headteacher	Sept 2022