

Monksmoor Park CE Primary School

Accessibility Plan

Date ratified by Governors:

29th August 2018

Dates reviewed by Governors:

- 1.
- 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	During planning of library, ensure shelving	Enlist the support of a specialist design	Headteacher	July 2019	A fully accessible library will be in place

<p>the physical environment</p>	<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>units enable easy access for children in wheelchairs. - MEDIUM</p>	<p>company to produce high quality, accessible plans.</p> <p>Consult with ASD/VI specialist about colour schemes for library</p>			<p>with complementary colour schemes to support those with Visual Impairments/ASD</p>
<p>Improve the delivery of information to pupils with a disability</p>	<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>Purchase Widgit communication tools</p> <p>Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/behavioural / physical needs</p> <p>Survey children, staff and parents about the signage in school and make changes/improvements where necessary</p>	<p>SENDCo</p> <p>Headteacher</p>	<p>January 2019</p> <p>Easter 2019</p>	<p>Signs to be used around school to identify the use of individual rooms</p>

4. Monitoring arrangements

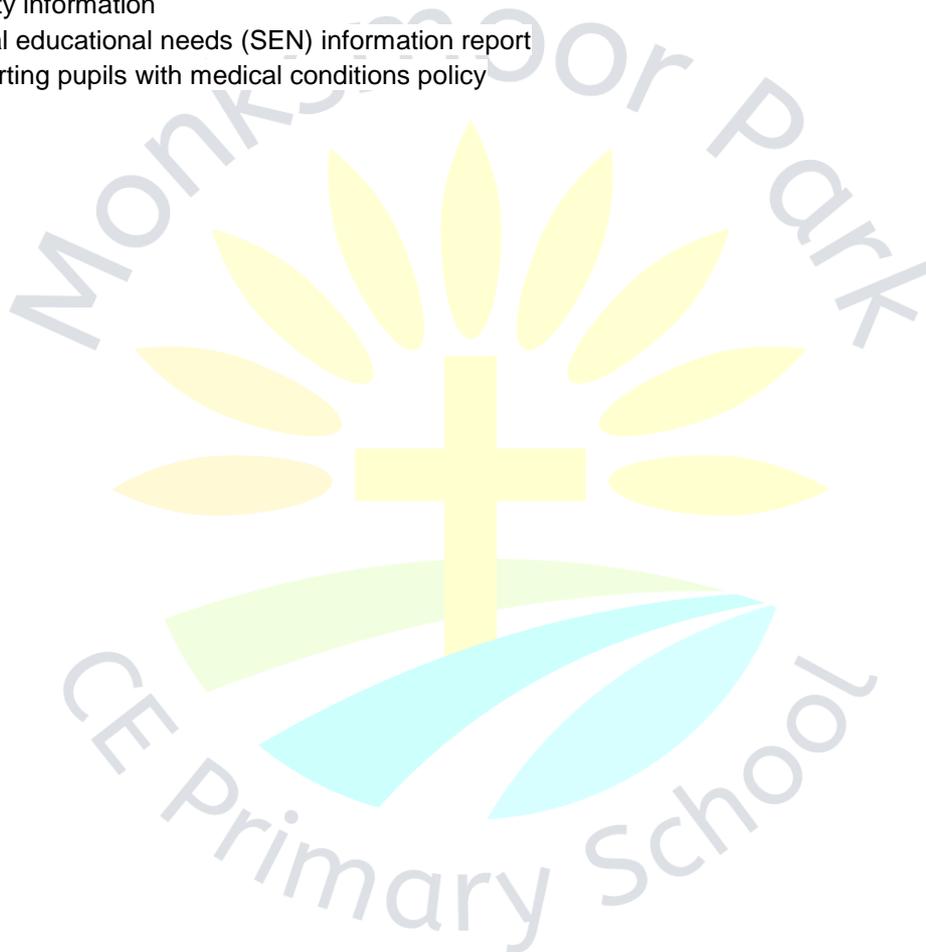
This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

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	None		
Entrances	All entrances are clearly signed and external lighting is in place. No steps.	Check flow of people as the school grows to ensure there are no congestion points, particularly round to the playground	Headteacher	Ongoing
Ramps	Gently sloped concrete ramp to enable full access to field.	Check further access onto field after ramp stops.	Site Supervisor	Dec 2018
Toilets	All clearly signed with pictorial signs. One disabled wet room available with toilet, sink and shower.	Check the drainage in the wet room to ensure it clears quickly	DDC	Sept 2018

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 classroom have a picture depicting the class name.	Review internal signage and consider further pictorial signs.	Headteacher	Easter 2019
Emergency escape routes	Clearly labelled throughout the school.	Ensure maintenance of illuminated signs.	Site Supervisor	Ongoing

