Accessibility Plan, March 2023

School Accessibility Plan

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**
Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 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 reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

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

Access to buildings and classrooms

As the school is a modern, one floor building all areas of the school are fully accessible.

It is a requirement that the school's **Accessibility Plan** is resourced**,** implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils. In

drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Mowlem Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

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It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Mowlem Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- SEND
- Equalities

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and disabilities. Working with the LA and Educational Psychology Service, the SEN Team manages the Statutory Education and Health Care Plan process, ensuring additional resources are available where appropriate.

The school Learning Mentor team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- CAMHS
- CHAMP
- The Behaviour and Attendance Support Service (**BASS**)
- Health Specialists

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Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Mowlem Primary School.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Access Improvement Plan is reviewed annually by the Governors' School Improvement & Operations Committees.

March 2023

Accessibility Plan

Appendix 1:

Access to the Physical Environment				
Targets	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**
To ensure the playground level is raised from all playgrounds to be fully wheelchair accessible. .	a) Continue to bid for capital funding for required works and look at alternative funding options	Autumn term 2023	Headteacher	All key classrooms and exits are fully wheelchair accessible
To be aware of the access needs of disabled children, staff, governors and parents, carers Ensure the school staff & governors are aware of access issues	a) to create access plans for individual disabled children as part of the Pupil Passport process. b) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. c) Staff to share Pupil Passport information with supply teachers and support staff to ensure continuity of care for the children	As required Ongoing process Pupil Passports for children with specific access issues to be in place	SEN Team/ CTs Headteacher, HoS Headteacher SENCo	Pupil Passports are in place for all children with disabilities, and all staff are aware of pupils' needs. All parents, children, staff and governors are confident that the needs of adults with disabilities are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school. All staff fully aware of needs and support strategies of all children with specific access issues.

Accessibility Plan

Ensure everyone has access to reception area	a) ensure that nothing is preventing wheelchair access b) provision of appropriate seating in classrooms, assembly hall, for lunches	Daily check to ensure the area is clear of obstructions	Premises Manager Operations Committee Headteacher, HoS	Disabled parents / carers / visitors feel welcome. Visitors can sit down if waiting for reception.
Ensure all disabled people can be safely evacuated	a) Ensure there is an up to date personal emergency evacuation plan for all adults and pupils with disabilities. b)Ensure all staff are aware of their responsibilities in evacuation by being aware of the evacuation procedures	Spring term 2023	SEN Team	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people, particularly those using wheelchairs, can be evacuated quickly and easily
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/ Headteacher/ Premises Manager	All disabled adults and pupils have safe exits from school

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Access to the curriculum				
Targets	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SEN Team / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Set up a system of Pupil Passports for disabled children when appropriate. Share information with all agencies involved with each child	Autumn term 2022	SENCo	All staff are aware of individual pupils' needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	CTs/HoS	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review and further develop PE curriculum to increase access within lessons, building the ability of all staff to adapt lessons to meet the needs of disabled pupils	Summer term 2023	PE co-ordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time. Professional health advice will be used to differentiate the PE curriculum where necessary.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum review	Summer term 2023	Headteacher/HoS	Gradual introduction of disability issues into all curriculum areas

Accessibility Plan

Access to information				
Targets	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**
Signage around school to be in other languages	Welcome sign in reception.	Spring term 2023	Headteacher / SEN Team	All People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages Translation Tool to be added to website to allow multi-lingual access	Annually Autumn 2023	SEN Team / Headteacher SEN Team/Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all. Parents who do not speak English or have a Visual Impairment will have access to 1:1 meeting with translation and/or aids where necessary.