

Middleton Primary School



Accessibility Plan



Middleton Primary School Accessibility Plan

Introduction

This Plan adheres to current legislation relating to accessibility and discrimination statutory guidance.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. Our school's accessibility plans 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

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Our school's previous access plans were incorporated into a Disability Equality Scheme/Single Equality Scheme and build on those foundations.

Middleton Primary School building is ten years old (2014) and is well designed to meet the needs of pupils with disabilities:

- The school building is all on one level and has good wheelchair access.
- The immediate public-access to reception does not involve any steps.
- The school has three disabled toilets, with one in the admin area for adults.
- Circulation space in corridors is good and all doors are designed to easily accommodate use by wheelchair users.

Key Objective

To reduce and eliminate barriers in accessing to the curriculum for pupils, prospective pupils and our adult users with a disability in order to fully participate in the school community.

Principles

1. Compliance with the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's SEN policy;
2. The school recognises its duty under the DDA:
 - not to discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services
 - not to treat pupils with a disability less favourably
 - to take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage

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- to publish an Accessibility Plan.
- 3. In performing their duties, governors and staff will have regard to relevant legislation.
- 4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- 5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

Activity

Middleton Primary School has identified the following points for action in order to achieve the key objective:

a) Access to Education

The employment of a specialist SENCo ensures that all staff receive advice and training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of LA services, such as specialist teachers and SEN advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Access to information

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEND policy
- Single Equality Scheme
- Behaviour Policy
- More Able
- Curriculum policy

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Making it happen

Management:

The Headteacher is responsible for management of the plan.

Co-ordination:

The Headteacher and Chair of Governors will co-ordinate the reporting and monitoring of the Plan

Implementation:

The implementation of the Accessibility Plan will be monitored by the Pupils, Pastoral and Curriculum Committee.

The success of actions taken will be reviewed annually each July.

Publication and availability of the plan

The Accessibility Plan will be made available to parents via the information box in reception, on the school website and in the school policies file on the main server for all staff.

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April 2021

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ACCESSIBILITY PLAN 2019 - 2022

Outcomes	Activities	Timeframe	Responsibility	Success Criteria
Governors and staff understand the implications of accessibility and discrimination	Staff and Governors briefing/training. Revision of policies/plans to meet Equality Act. Governors to approve reviewed policies.	Yearly as part of September INSET Involvement in drafting and approval during Finance and Premises meetings	HT and SEN Governor All subject leaders Governing Body	All staff and governors show awareness and knowledge of legal requirements. All policies reviewed and revised and show commitment to equal opportunities. Policies approved.
Review school signage and markings to ensure accessibility for all	Audit school signs, decide on upgraded signs/alterations and purchase.	Termly Finance and Premises meetings	Finance and Premises Governors and Site Manager.	Improved school signage and markings to suit current needs of all pupils and adults.
Curriculum: All staff are up to date with equality policies including supply staff. Ensure that we have appropriate resources in school e.g. sloping desks, appropriate lighting, and ability to offer full access to ICT, to cater for the full range of disabilities.	Policies issued to staff and discussed. SENCo to ensure that the resources are available for current pupils.	Induction programme. September INSET Ongoing	All staff SENCo	Policies and practice reflect principles of equality. To have a 'spare' wobble cushion, sloping writing desk and pencil grips for any new needs identified during the course of the year.

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Ensure the school library book stock and teaching software includes positive images of disability.	Carry out sampling audit of library books and IT software to ensure future purchases achieve a good balance.	Each financial year to include the purchase of up to date books and software that promotes positive images.	SENCo and SLT	Good range of books and software available that promote positive images of disability.
Continue to monitor standards and achievement of all groups or children attending our school to ensure that all children attain as highly as possible across all areas of the curriculum.	Check tracking data, evidence from lesson observations and subject leader monitoring.	2019 - 2022 a continuous process.	Class teachers, Team Leaders, SENCo, Deputy Headteacher and Headteacher.	Evidence shows inclusion across all areas of the curriculum and that standards attained are in line with all children in the school showing an expected range of above average and average attainment across any groups or individuals with disabilities.
<p>Premises: The school building opened in 2003 and the extension opened in 2013. We are fully compliant with all legislation regarding accessibility and this will be monitored regularly to ensure this remains the case.</p>				
<p>Communications: Physical, mental and special medical needs of all children who come into school on a regular basis are shared with adults who</p>	Children's accessibility needs are determined on induction.	Ongoing	Foundation staff, SENCo	Appropriate arrangements made to ensure access and inclusion of children and adults regularly attending school.

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<p>will be working with the children.</p> <p>Awareness of physical, mental and special medical needs of all employed staff.</p>	<p>SLT, HT, DHT, AHT, SENCo to share information and ensure accessibility needs are met.</p>	<p>Ongoing</p>	<p>SLT, HT, DHT,AHT, SENCo</p>	<p>All employed staff are expected to share physical, mental and medical needs if deemed appropriate.</p>
<p>Ensure that communication provided for parents meets their needs and the requirements of the Equality Act 2010.</p> <p>Awareness of parents/carers with disabilities so that appropriate support arrangements can be made if required.</p>	<p>Audit all means of communication with families and carers.</p> <p>Plan alternative methods of communication which can be provided e.g. text, large print, audio.</p> <p>Ensure that school admissions form asks parents/carers if they have any special needs.</p>	<p>Summer 2019</p> <p>Summer 2019</p>	<p>HT</p> <p>School office staff</p>	<p>All parents with disabilities have their needs met and receive exactly the same communications from school and have the same opportunities for communication with school as other parents.</p> <p>Awareness of disabilities needing to be catered for by the school. Parents and carers' needs are catered for to ensure equality.</p>

