

Moldgreen Community Primary School



Accessibility Plan 2018-2020

Written and Reviewed by C Hamilton

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Objectives

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Principles

Compliance with the DDA is consistent with Moldgreen Community Primary School's policy, and the operation of The School's SEN policy. Moldgreen recognises its duty under the DDA (as amended by the SENDA).

- Not to discriminate against disabled pupils in their admissions and provision of education and associated services.
- Not to treat disabled people less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Moldgreen recognises and values parents/carers knowledge and their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents/carers and child's right to confidentiality.

Moldgreen Community Primary 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 which underpins the development of a more inclusive curriculum.

- Setting suitable learning challenges.
- Responding to pupil's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

Education and related activities

Moldgreen will continue to seek and follow the advice of the LA services, such as Specialist School Improvement Officers and SEN Consultants and of appropriate health professionals and from local NHS Trusts.

Physical environment

At Moldgreen Community Primary School we will take account of the needs of pupils and visitors with physical difficulties and sensory

impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Provision of information

Moldgreen Community Primary School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Current Good Practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are no areas of the school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Action Plan

See attached Appendix 1.

Appendix 1

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year. To do home visits to form initial relationships with parents.	To identify pupils who may need adapted or additional provision	May to July annually	HT EYFS Staff/Inclusion manager	Provision set in place ready for when the child/ren start school
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT & Governors	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	Ongoing	SLT and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT/Inclusion Manager, all teaching staff.	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, Inclusion manager and all teaching staff.	Evidence that appropriate considerations and reasonable adjustments have been made

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, Inclusion manager, all teaching staff.	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education
To enable improved access to written information for pupils, parents and visitors.	Ensure information is accessible to parents and offer support where needed. Ensure when reporting to parents staff use a format and vocabulary that can be understood by parents.	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made