



## **Monken Hadley CE Primary School**

*Seek what is good, treasure what is true, do what is right.*

# **ACCESSIBILITY PLAN & POLICY**

<b>Ratified by</b>	Senior Leadership Team
<b>Date</b>	22 <sup>nd</sup> January 2016
<b>Date for Review</b>	Spring Term 2019

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 lawfully 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:

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

The governors and staff of Monken Hadley CE Primary School are committed to ensuring that all pupils have access to a high quality education. For pupils with disabilities there are two main duties to be fulfilled:

1. Not to treat disabled pupils less favourably than other pupils in the school;
2. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

The governors will actively look at ways in which barriers to the inclusion of all pupils in any activity can reasonably be removed and will endeavour to ensure that resources are targeted to that end. Regular staff training for governors and staff will be provided to ensure that the education of pupils with disabilities is effective and kept up to date.

This policy should be read in conjunction with other relevant documents including: the SEND policy, the School SEN Information Report, the Inclusion policy, the Equalities policy and the School Improvement Plan.

Enclosed with this policy is the School Accessibility Plan showing the targets and outcomes for the three planning duties of the school which are:

1. Increasing access for disabled pupils to the curriculum;
2. Improving access to the physical environment;
3. Improve the delivery of written information to disabled pupils and parents.

<b>ACCESSIBILITY PLAN STRAND 1</b>	<b>INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM</b>
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	Targets	Strategies	Timescales	Responsibility	Success Criteria
<b>Short Term</b>	To liaise with pre-school providers to review potential intake at the start of the academic year.	To identify pupils who may need additional to or different from provision at the start of the year	September 2015 initially	HT EYFS Teacher SENCO	Procedures/resources in place at the start of the year
	Ensure that all staff are provided with training on disability issues and meet national standards.	Provide staff training	Ongoing 2014/15	HT DHT SENCO External Provider	Staff trained and feel confident when dealing with disability issues
	Review planning and delivery approaches to the curriculum including consulting with and involving the pupils.	A whole school approach to review inclusion of all pupils	Ongoing	Whole school	Children are actively engaged in the support of all pupils
	To ensure full access to the curriculum for all children.	<ul style="list-style-type: none"> <li>• Staff training and staff meetings to disseminate information and good practice</li> <li>• Differentiated curriculum</li> <li>• Appropriate use of support staff</li> <li>• ICT equipment</li> <li>• Specific equipment</li> </ul>	Ongoing	Whole school	Planning demonstrates inclusion for all pupils has been taken into account
	Involve pupils in setting Learning Support Targets and plans and make them explicit to the child.	Pupil ownership of learning targets	Ongoing 2014/15	SENCO Teachers	Pupils have a good understanding of their targets
<b>Medium Term</b>	Targets	Strategies	Timescales	Responsibility	Success Criteria
	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010	Ongoing 2015/2016	HT Relevant governor committees	All policies clearly reflect inclusive practice and procedure
<b>Long Term</b>	Targets	Strategies	Timescales	Responsibility	Success Criteria
	To evaluate and review the short and medium term targets annually.	See above	Annually	HT DHT SENCO Governor Committees	Governors fully informed of provision for all pupils

<b>ACCESSIBILITY PLAN STRAND 2</b>	<b>IMPROVING THE PHYSICAL ENVIRONMENT</b>
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	Targets	Strategies	Timescales	Responsibility	Success Criteria
<b>Short Term</b>	Improve the physical environment of the school building and grounds.	The school will take account of the needs of all pupils, staff and visitors with physical needs and sensory impairments when planning and undertaking future improvements and refurbishments of the site.	Ongoing	HT and governors	Enable needs to be met wherever possible
	To ensure that the medical needs of all pupils are fully met within the capability of the school.	To liaise with parents and external agencies, identifying training needs and establish protocols where needed	In place but reviewed constantly	HT SENCO Support staff	Enable needs to be met wherever possible
<b>Medium Term</b>	Targets	Strategies	Timescales	Responsibility	Success Criteria
	To improve community links.	To continue to liaise with other schools in the borough and the diocese to share good practice and ideas	Ongoing	HT	Increased awareness of disability issues in the wider community
<b>Long Term</b>	Targets	Strategies	Timescales	Responsibility	Success Criteria
	To evaluate and review the short and medium term targets annually.	See above	Annually	HT DHT SENCO Governor Committees	Governors fully informed of provision for all pupils

<b>ACCESSIBILITY PLAN STRAND 3</b>	<b>IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS AND PARENTS</b>
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Short Term	Targets	Strategies	Timescales	Responsibility	Success Criteria
	Ensure systems are in place to consult and involve pupils with disabilities in the review of their provision	Pupils have opportunities to reflect on their provision and this forms part of the annual review	In place and on going	SENCO Teachers	Pupils feel fully involved in their provision
	Ensure that information regarding delivery of the curriculum through alternative formats is disseminated effectively	Following staff training opportunities are given to share information in staff meetings and TA meetings	In place and on going	HT DHT SENCO	All stakeholders are fully informed of provision
	To review pupil's records to ensure information regarding disabilities is shared appropriately	Information shared effectively by: <ul style="list-style-type: none"> <li>Records passed to new class teachers</li> <li>End of year handover meetings</li> <li>Annual reviews</li> <li>IEP meetings</li> <li>Photos displayed in medical room and staffroom</li> </ul>	In place on going	HT AI staff	All school staff fully aware of pupils with disabilities
Medium Term	Targets	Strategies	Timescales	Responsibility	Success Criteria
	Ensure information regarding admissions procedures etc is available for parents and carers of prospective pupils in alternative formats as required	School to make information available and support parents and carers with alternative formats as required	2015 and then on going	HT Governors	Information in place and available
	To improve access to written information for parents and carers	<ul style="list-style-type: none"> <li>Raise awareness of different font sizes for reports for pupils/parents with visual impairments if required</li> <li>Audit signage around school to ensure it is accessible for all</li> </ul>	2016 and then on going	HT Governors Site Manager	Written information clear for all
Long Term	Targets	Strategies	Timescales	Responsibility	Success Criteria
	To evaluate and review the short and medium term targets annually	See above	Annually	HT DHT SENCO Governor Committees	Governors fully informed of provision for all pupils