

Accessibility Plan

Policy Monitoring, Evaluation and Review

This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan
2.0	19/01/2024	MO	Review of policy. Appendix 2: specialist equipment checklist for schools with DSPs.
2.1	04/03/2024	LJ	Personalisation to Fosse Mead Primary Academy

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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.

The School's Aims:

- To be at the heart of our locality by working in partnership with families and the wider community.
- To be a learning community which fosters creativity, independence, and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning.
- For all members of the school community to model positive, respectful relationships.

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.

We have included a range of stakeholders in the development of this accessibility plan, 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.

This policy complies with our funding agreement and Articles of Association.

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>Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision.</p> <p>Teachers and teaching assistants have the necessary training to teach and support disabled pupils.</p> <p>Classrooms optimally organised for disabled pupils.</p> <p>Lessons provide opportunities for all pupils to achieve.</p> <p>Lessons are responsive to pupil diversity/disability.</p> <p>Lessons involve work done by individuals, pairs, groups and the whole class.</p> <p>All pupils are encouraged to take part in music, drama and physical activities.</p> <p>Employees recognise, and allow for, the mental effort expended by</p>	<p>Ensure the curriculum can be accessed by all children.</p> <p>Improve progress for pupils with disabilities.</p>	<p>Timetable adaptations.</p> <p>Speech and language therapy programmes.</p> <p>Specific training in word processing skills through.</p> <p>Access arrangements for assessment/National tests.</p> <p>iPads and/or laptops available to support children with difficulty recording.</p> <p>Sloping boards for pupils with fatigue problems or physical disability.</p>	SENDCo / SLT	All actions are ongoing and dependant on specific pupil needs on an individual basis.	<p>Inclusion and engagement of all pupils</p> <p>Progress reports</p>

	<p>some disabled pupils e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils.</p> <p>Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.</p> <p>Employees provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in some particular activities are given alternative experiences e.g. pupils who cannot participate in all forms of physical education.</p> <p>Provide access to computer technology is appropriate for students with disabilities. School visits are made accessible to all pupils irrespective of attainment or impairment.</p> <p>Employees seek to remove all barriers to learning and participation.</p> <p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.</p>		<p>Large, dark lined books for pupils with visual impairment.</p> <p>Reading and class books enlarged for pupils with visual impairment.</p> <p>Coloured overlays for pupils with visual difficulty (Reading Rulers).</p> <p>Regular meetings with parents/carers.</p> <p>Regular POP meetings with SENCo.</p> <p>Epipen, Diabetes, Respiratory and Epilepsy training for specific needs.</p> <p>Intimate care policy and trained staff.</p> <p>Training from SALT, Social communication team, behaviour and learning support team, sensory support team.</p>			
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<p>Improve and maintain access to the physical environment</p>	<p>Staff are aware of keeping doors clear of signs for VI pupils.</p> <p>All areas are well lit. Emergency lighting in case of power failure battery backups which get tested twice a year (1 hour test and the other is a 3 hour test)</p> <p>Pathways of travel around the school site are safe, logical and well signed.</p> <p>All furniture is suitable and if any specialist items are required these are obtained at once.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • library shelves at wheelchair accessible height <p>The environment at FMPA is being adapted to engage and inspire all pupils</p>	<p>To identify areas which pose greater risk of incident of our VI pupils or those with physical disabilities.</p>	<p>Learning walks</p> <p>Use information gathered to plan year groups placement for our classes with VI pupils and those with a physical disability</p> <p>Development of further break out spaces for pupils with specific needs</p>	<p>Principal</p> <p>Site Manager</p> <p>Premises Team</p> <p>SENDCo</p> <p>SLT</p>	<p>Learning walks to take place termly.</p> <p>Access plan reviewed regularly.</p> <p>Termly H&S walks and issues reported back to SLT</p>	<p>All pupils can access classrooms, outdoor spaces and break out rooms comfortably</p> <p>All pupils can access toilets and changing facilities comfortably</p> <p>All pupils can access dinner facilities comfortably</p> <p>All parents, guardians and carers can access school grounds safely and comfortably.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Staff ensure that information is presented to groups in a way, which is 'user friendly' for people with disabilities e.g by reading aloud, overhead projections and describing diagrams.</p>	<p>To identify any materials and events where access to information may need to be altered in order to ensure that pupils</p>	<p>Provision map (Closing the Gap Plans) written indicating</p> <p>a) Formats which need changing.</p>	<p>All staff</p> <p>SENDCo</p>		<p>Pupils and parents / carers are able to see, hear and understand the information shared with them.</p>

	<p>There are facilities such as ICT to produce written information in different formats.</p> <p>Employees are familiar with technology and practices developed to assist people with disabilities. Individual training is provided where necessary.</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 • Large print resources • Pictorial or symbolic representations • ICT e.g through the laptop/ipad 	<p>and/or parents with disabilities or additional needs have full access to information.</p>	<p>b) Strategies needed to do this.</p> <p>Support Services consulted for advice.</p> <p>Pupil and parent / carer opinions are taken into account</p>			<p>Pupils able to communicate the effectiveness of the curriculum.</p>
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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 Board on behalf of the Trust, and the Principal on behalf of the school.

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 and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- SEND policy

Appendix 1: Accessibility audit-

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storey with some stairs.	(Evac chair available and training provided if needed) Currently, evac chair not required and has been removed.	Site Manager	If needed
Corridor access	Corridors are all accessible and well lit	Check for obstructions daily inc. accessibility through classrooms and break-out spaces	Site Team	Daily walk
Lifts	N/A			
Parking bays	On street parking, provision can be made for drop off and collection on Balfour Street		Office Team	Daily walk
Entrances	Signed drive, drop kerbs and wide doors. Sports hall access for wheel chairs and mobility scooters around the outside through the playground.	Check for obstructions daily, annual service of automatic doors.	Site Team	
Ramps	Wheelchair and mobility scooters access from Balfour Street.			Weekly
Toilets	Accessible toilets available on site	Weekly alarm check, annual alarm service	Site Manager	Daily walk

Reception area	Clearly signed and well lit	Check for obstructions daily	Site Team	Daily walk
Internal signage	Present on all WC's fire doors. Emergency procedures throughout the building.	Checked weekly for damage/ suitability	Site Team	Daily walk
Emergency escape routes	Clearly signed and well lit	Check for obstructions daily	Site Team	Daily walk

Appendix 2: Specialist equipment checklist for schools with DSPs

Internal/external area or room checks should include:

1. Finger guards in place.
2. Access control working.
3. Any CCTV in place is working and stickered to show that persons are being recorded.
4. Radiators and hot pipes are suitable for the environment and not a burn risk.
5. Fixture, fittings & equipment are in a safe useable condition for that age user.
6. Windows have opening restrictors on them.
7. Play equipment is suitable for the age and need of the current users.
8. Suitable risk assessments are in place that cover needs as a whole and individual. These to include as a minimum:
 - a. Classroom RA
 - b. Open/play area RA
 - c. Individual need RA
 - d. Activity RA such as cooking/building etc
9. Perimeter boundary off play area/buildings is suitable and does not pose a risk.
10. Suitable Evacuation or Invacuation procedures are in place and practiced for the current users.