

# MEREWORTH COMMUNITY PRIMARY SCHOOL



## Accessibility Policy

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Governing Body	FGB
Chair of Governors <i>Signature and Date</i>	
Head Teacher <i>Signature and Date</i>	

## **Mereworth Community Primary School Accessibility Plan 2019-2022**

### **Background and purpose**

This Accessibility Plan is drawn up in compliance with Schedule 10, Paragraph 3, of the Equality Act 2010. It sets out the Governing Body's plan to improve the access of disabled pupils over a defined period (2019-2022), through:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum;
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

School Governors are responsible for drawing up, reviewing, revising and implementing this plan, taking into account disabled pupils' disabilities and preferences expressed by them and their parents and having regard to the need to allocate adequate resources to this plan.

This version of the plan has been co-produced by governors, the headteacher/Special Educational Needs Coordinator (SENCO) and Pupil Additional Needs Co-ordinator (PAENCO) and will be revised following consultation with disabled pupils and their parents.

### **Timing**

This version of the plan covers from September 2019 to September 2022.

The plan shall be reviewed annually in July to take into account any needs arising from new pupils due to arrive in September and to incorporate the views of current disabled pupils and their parents.

The plan may be revised any time a new pupil need arises which is not catered for in the plan, at the recommendation of the headteacher/SENCO or PAENCO.

### **Scope**

Disability is defined within the Equality Act 2010 as, 'a person (P) has a disability if P has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

This plan concerns accessibility for disabled pupils and those with a suspected disability awaiting medical diagnosis.

Specific learning difficulties and medical conditions such as Dyslexia, Dyscalculia, Auditory Processing Difficulties, and Sensory Processing Impairment are not included in scope. However pupils with these difficulties may well be on the school's Special Educational Needs register, so that the learning experiences and environment are tailored to maximise each pupil's ability to learn and enjoy school.

This plan does not include access issues for disabled visitors to the school. Disabled visitors are asked

to contact the School Office so that suitable arrangements can be made to accommodate their visit(s). The Accessibility Plan is part of the school's Special Educational Needs (SEN) Information Report. Other relevant school policies are:

- SEN Policy
- Equalities Policy
- Behaviour and Exclusion Policy
- Health and Safety at School Policy Statement
- Supporting Children With Medical Conditions Policy

The Parent Handbook also contains related information, for example concerning administration of medicines at school.

### **Current range of disabilities amongst pupils**

The school has children with a limited range of disabilities; these currently include Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and a genetic condition. There are currently no wheelchair-dependent pupils or visually impaired pupils.

### **How the school already adapts access for disabled pupils**

The access needs of any prospective pupil with a diagnosed, or an undiagnosed but suspected disability, are discussed with parents at transition meetings prior to joining the school.

#### ***(a) Accessibility to the school curriculum for disabled pupils***

Curriculum adjustment is initially met via Quality First Teaching in the classroom, with differentiation. Further small group or 1:1 learning activities may be introduced to support the pupil. Support from external agencies may be sought to meet the pupil's needs.

#### ***(b) Physical accessibility***

Disabled pupils' needs are met by staff awareness of an appropriate position for the pupil in the classroom, face to face communication, and provision of 1:1 adult support in emergency/lock down procedures. Classrooms have a space with minimal displays as a 'quiet' area for ASD, ADHD pupils, to regulate their sensory input. The school is almost entirely on ground floor level and accessible for wheelchair users throughout. The exception is one room upstairs that is used for break-out supplementary teaching but there are ground floor rooms that could be used instead. There is a disabled toilet for pupils and the reception desk includes a lowered level. Steps are clearly marked in yellow paint to help those with visual impairment.

#### ***(c) Modification of information to disabled pupils***

All classrooms utilise visual timetables, to minimise stress and anxiety for ASD and ADHD pupils and to prepare them for the day's learning activities. Information is modified in several ways, for example: use of larger font size, coloured paper, coloured white board background, coloured overlay sheets, information provided verbally and visually in repeated small pieces ("chunking"), sensory cushions, sensory exercises and learning breaks, use of an adult to scribe, use of alternative recording techniques (laptops, mind mapping).

Assemblies are modified by alternative seating being available for pupils with any sensory issues, use of sound cancelling headphones, an alternative space and activity for the pupil with 1:1 support (a whole school assembly can simply be overwhelming and a source of anxiety).

## Accessibility Plan 2019-2022

Objective	Action	Owner	Success criteria
Ensure accessibility plan meets the needs of disabled pupils	Consult disabled pupils and their parents on this plan as part of structured conversations (cf. School Plan). Review Accessibility Plan if appropriate.	HT PAENCO	Positive feedback from pupils and their parents
(a) Increase disabled pupils' access to the curriculum	Continuing professional development for teaching staff of the needs of disabled pupils	Head-teacher	
	Exciting and engaging curriculum opportunities - all educational visits and workshops to be accessible	Senior leadership team and subject leaders	Disabled pupils have been fully included
	Endeavour to accommodate individual disabled pupils' needs so they may participate in extra-curricular sports-related clubs.	Headteacher /SENCO	Disabled pupils have been included. Feedback from disabled pupils or their parents.
(b) Improving the physical environment for disabled pupils	Ensure all disabled pupils can be safely evacuated, at any time of the school day. Introduce Personal Emergency Evacuation Plans (PEEP) for individual disabled pupils that require them.	SENCO	Feedback from test evacuations at different times of day.
	Improved lunchtime provision for disabled pupils.	PAENCO	Feedback from pupils and lunchtime staff
(c) Improve the delivery of information to disabled pupils	Increase understanding of staff of the social and emotional needs of disabled pupils.	PAENCO	Feedback from pupils and parents. Governor monitoring.
Ensuring that accessibility is sustainably improved	Apply for Equalities Award – receive equalities audit as first step of this process.	Headteacher	
Ensure the Accessibility Plan is reviewed, revised and resourced effectively	Report to SEN Governor prior to arrival of any new disabled pupils, so that this plan can be reviewed. Plan to be reviewed and revised in light of pupil and parent views and Equalities audit. Governing body to approve revisions to this plan.	Headteacher & SEN Governor	