



ACCESSIBILITY POLICY AND PLAN

POLICY CONTROL	
Responsible Person:	Jenny Nixon, Chair of Governors
Responsible Governor Committee:	PSHS Committee
Approved by Governors:	Summer 2021
Review Date:	Summer 2024

This policy must be reviewed annually unless there are any changes in legislation or guidance in the interim, in which case the policy must be updated as and when necessary.

'Love your neighbour as yourself'

Parable of the Good Samaritan Luke 10:25-37

Our school policies are written with the objective of realising our vision:

As we journey together. we learn to live as good neighbours, demonstrating love, compassion, dignity and respect to all in our communities.

Through this we aspire to become global citizens, courageous advocates and people of wisdom and integrity.

We look towards the parable of the Good Samaritan as our guide.

A school where all **children** are **valued**, where they **feel safe**, are **happy** and **learn well**. We want our school to have a warm friendly atmosphere, which supports families, builds relationships and sets children up for a life of learning. We want our Christian values to guide our pupils along the right path and help them to achieve fulfilling and happy lives.

OUR SCHOOL VALUES

Adderley and Moreton Say Church of England Primary Schools values:

Respect □ **Hopefulness** □ **Kindness** □ **Courage** □ **Integrity** □ **Curiosity**

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.

At Moreton Say C of E Primary, we are committed to:

- Ensuring we are an inclusive school
- Removing any factors which are barriers to including any pupils with a disability
- Ensuring resources enable all pupils to access the curriculum
- Staff development so that they can effectively support the needs of all pupils
- Working with parents, the wider community and multi-disciplinary teams
- Ensuring that the premises are fit for purpose in terms of accessibility
- Regularly assessing the premises for accessibility thus being aware of any changes were they to be required
- Making funds available to make premises changes where needs arise

In order to gather information to formulate our accessibility plan, we take account of:

- The school's population of children and adults
- The school's plans and priorities
- The future intake (advanced information from pre-school settings and the LA)
- Audit of the school's strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school
- Staff awareness of Equalities legislation
- Staff knowledge and skills of needs of disabled pupils
- School policies and practices e.g. related to the administration of medicines, time-tabling, anti-bullying policy, school visits and teaching and learning
- The physical environment of the school
- The curriculum
- How information is provided for disabled pupils
- Outcomes for disabled pupils including end of key stage results and achievements in extra-curricular activities
- The views and aspirations of disabled pupils and their families
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the Local Authority (Shropshire) and the Lichfield Diocesan Board for Education (LDBE)

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, such as Shropshire Local Authority to develop and implement the plan and work alongside.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the monitoring of this accessibility plan, including staff and PSHS Committee.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Area of Focus				
Increase access to the curriculum for pupils with a disability				
Current Picture				
<p>Our Federation offers a differentiated curriculum for all pupils</p> <ul style="list-style-type: none"> •We use resources tailored to the needs of pupils who require support to access the curriculum •Core Curriculum progress is tracked for all pupils, including those with a disability •Targets are set effectively and are appropriate for pupils with additional needs •The curriculum is reviewed to ensure it meets the needs of all pupils <p>Recent CPD: Diabetes, Autism Awareness Anaphylaxis training De-escalation training</p>				
Objectives	Actions	Who	When	Success Criteria
To ensure all children with SEND have access to appropriate resources to help them access the curriculum.	Conduct a SEND audit of need	SEND leader	Annually – Summer term. Also, when new pupils arrive at the Federation to ensure needs are met and all aspects of the curriculum is accessible.	SEND children are able to access the curriculum, making good use of relevant equipment and learning aids so they have the best chance to make progress
To ensure class displays are reflective of the learning journey and support children to make learning progress.	Termly analysis of display presentation across the Federation – Environment Walk and/or PSHS Site visit	EHT SEND Leader PSHS committee	Termly - see termly overview	Attractive, relevant, interactive displays that showcase excellent work or enable children to use the Learning Wall display as a learning aid.
To provide high quality SEND and Safeguarding CPD for staff based on current areas of need for children in our Federation	All CPD to be booked through Admin as directed by EHT and certificates copied. All CPD to be recorded on termly overview.	SEND Leader EHT Admin Lead	Termly bookings through LA providers	Outstanding pedagogy for SEND and additional needs for all staff across the Federation. All children in receipt of outstanding provision.
Area of Focus				
Improve and maintain access to the physical environment				

Current Picture

Our Federation ensure the environment is adapted to the needs of pupils as required. This includes:

- One accessible ramp by Class 3 at MS
- Finger guards in some doors at both schools
- Adderley fully wheelchair accessible for each part of school – including demountable class room
- Suitable corridor width at both schools
- Disabled toilets and facilities at both schools
- Library shelves at wheelchair-accessible height at both schools

Objective	Actions	Who	When	Success Criteria
To make a designated disabled parking bay(s) at M.S.	Contact Shropshire Council and/or Village Hall regarding disabled parking bays – identify who is responsible (only required at M.S.)	Business Manager	Autumn term – achieve by December 2021	For staff, visitors and parents to be able to access easy designated parking and this be signposted clearly and be freely accessed.
To assess and organise additional finger guards	Identify those door that would benefit from finger guards and investigate relevant costings (across Federation)	Admin team	Autumn 2021	For all pupils and staff to use internal doors easily and safely minimise risk of finger trapping.
To provide an accessible wheelchair ramp to main entrance to the school	PSHS committee to liaise with EHT and Property Services to investigate costings and time frame to make site adjustments (at MS only)	EHT	Within three year cycle of this policy and action plan	A ramp will be incorporated into the MS main entrance layout design for easy access for all wheelchair users making the school increasingly more accessible to all.
To conduct termly site visits to monitor the condition of the school and its premises	EHT and PSHS governors to conduct site and school visits to see how it would look like to a visitor / new parent arriving on site and with regards to accessibility. Relevant audit documents saved on Sharepoint and included as items for discussion in PSHS (and where relevant Finance committee meetings)	EHT and PSHS Committee	Termly	Well maintained, easily accessibly schools – indoor and outdoor. All relevant H&S and Accessibility needs met across Federation.

Area of Focus

Improve the delivery of information to pupils with a disability

Current Picture

Our Federation uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Large print resources if requested

- Visual Timetables used in some classes
- Newsletters made available in an alternative size or format available on request
- Audit of SEND provision and resources

Objective	Actions	Who	When	Success criteria
To audit teaching materials, text books and learning aids	<p>Annual audit conducted by SEND Leader and SEND Link Gov and keep it under review as well as communicating actions through monitoring and evaluation process in PSHS and Standards and Curriculum committee where relevant.</p> <p>SEND Leader to identify which pupils require such provision and direct TA staff or Teachers to facilitate this in class or around key areas of the school</p>	<p>SEND Leader</p> <p>SEND Link Gov</p> <p>Class Teachers</p>	<p>Annually – latter part of Summer term in preparation for new school intake (also when new pupils arrive mid-term)</p>	<p>All children have access to high quality learning aids and equipment.</p>
To identify necessary formats for effective parental communication	<p>Communication adjustments for parental correspondence to be directed by SEND Leader but actioned by admin teams.</p> <p>Admin team to work with parents to identify needs and organize required format or approach.</p>	<p>SEND Leader</p> <p>Admin teams</p>	<p>Annually – latter part of Summer term in preparation for new school intake parental needs (also when new pupils arrive mid-term)</p>	<p>All parents can access communication correspondence with ease regardless of needs.</p>

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Provision of information to pupils with a disability is currently provided by review meetings, parent consultation evenings and meetings with external agencies as required. Information from external agencies will be discussed and they are encouraged to attend meetings with parents. The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.

Prospective parents of pupils with Education Health and Care Plans (EHCPs) and pupils identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school. It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.

To ensure the future of the Accessibility Policy and Action Plan this should become less of an independent strategy and more of a thread running through all the school's plans and policies. Progress with the Accessibility Plan will be monitored and evaluated annually by the School Governors and, following each review amended as necessary.

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if deemed necessary.

It will be approved by the Full Governing Body but be a feature of PSHS committee meetings and actions on the plan will be monitored termly by this PSHS Committee.

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 intimate care policy