



Mountnessing C of E Primary School

Accessibility Plan

Ratified: Spring 2023

Review due: Spring 2024

Vision Statement:

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:

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

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

At Mountnessing C of E Primary School the Plan will form part of the School Improvement Plan and will be monitored by the Headteacher and evaluated by the relevant committee.

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 Mountnessing we believe that all children have an equal right to a full, broad and balanced education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice.

The school Accessibility Plan has been drawn up based upon study of legislation, informed by staff knowledge of pupils’ individual needs in conjunction with information received from placing authorities, parents, pupils and Trustees of the school. The Accessibility Plan will contribute to and advise other school planning documents. It will be reported upon annually in respect of progress and outcomes and provide a projected plan for the period ahead of the next review date. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. It is understood that the school will be externally monitored

under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and advice will be given upon the compliance with that duty.

Mountnessing C of E Primary School is committed to providing an environment that enables full access to the curriculum for all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school is also committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Mountnessing C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Ensure pupils with a disability have access to the curriculum, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The Mountnessing C of E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Teaching, Learning and Assessment Policy
- Equality Objectives
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Management Policy
- School Improvement Plan
- Access Audit
- School Prospectus

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Trust. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit

will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Trustees' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website and will be monitored by the Board of Trustees.

The school will work in partnership with the DfE, LA and other relevant external bodies in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below.

Accessibility Audit

Curriculum

Mountnessing C of E Primary School follows the National Curriculum. Schemes of work are adapted for individual pupils with specific learning needs as required. Specific adaptations to the curriculum to accommodate pupils' additional needs will be planned for from the start of the admissions process.

Physical Environment

Mountnessing C of E Primary School was built over one hundred and fifty years ago. It has been adapted and developed in time to meet the needs of individual users. The Governing Body is committed to make further changes as required to welcome all children and adults to our school.

Management, coordination and implementation

The school will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governing Body and Senior Leadership Team will work closely with all relevant stakeholders.

Action Plan: Targets and Achievements

Improving the Curriculum

| Target | Strategy | Outcome | Timeframe | Progress |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Revised training for all staff in meeting the needs and use of auxiliary aids for pupils with a vision impairment. | LA Specialist teacher for children with vision impairments to lead staff training in the use of magnifier and ensuring greater understanding of the needs of a vision impaired child. | All staff have clear understanding of the needs of hearing impaired pupils and how to ensure the curriculum is fully accessible to them. | | Vision impaired child is successfully included in all aspects of school life. |
| To ensure any reasonable adjustments, auxiliary aids and services required by new entrants e.g. hearing loops, special software etc. are in place prior to a student joining the school | SENCO and SLT to liaise with local authority prior to pupil joining school. | Auxiliary aids and services have been identified, agreed and in place (prior to pupil joining school) within a reasonable time frame. | As required | Pupils are not placed at a disadvantage in comparison to other non- disabled pupils. Successful integration of pupil with disability. |
| All extra-curricular activities are planned to ensure they are accessible to all pupils. | Review all out-of-school provision including clubs to ensure compliance with legislation. | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. | On-going. | Increase in access to all school activities for all pupils. Accessibility of extra-curricular activities monitored through scrutiny of risk assessments. |
| Classrooms are optimally organised to promote the participation and independence of all pupils. | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables provided individually for known pupils and for others when appropriate | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Pupils have ready access to a range of resources to support their learning | | Increase in pupil engagement Analysis of behaviour incidents demonstrates positive impact of strategies adopted by staff on individuals over time. |
| Training / Awareness of anti-bullying | Provide training for all staff, pupils, parents and governors Staff, pupils and parents Training delivered to staff team from outside agency | Discuss perception of issues with staff to determine the current status of school | Whole school community aware of issues relating to anti bullying | Community will benefit by a more inclusive school and social environment. Staff more confident in responding to incidents of homophobic bullying. |
| Consider appropriateness of LSA deployment and levels of support for pupils including off site visits. | Establish when they are available to support pupils each day that may be different to their current working hours. | Adult support is available during key times that individual pupils may need support i.e. Lunchtimes, PE lessons, extra - curricular activities, year group trips | Reviewed termly | Access to additional support required to participate in a full range of activities. Information / pupils' views gathered through review meetings. Where additional support has been requested staff have been deployed to support. |

Improving the Physical Environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding Policy, the School Travel Plan, Health & Safety Audits.

It is essential to improve the physical environment of the school to increase access for disabled children and those with special educational needs.

The school has ensured the physical environment is accessible to all through:

- Ramping
- Improving facilities in the disabled toilet
- Improved provision for visually impaired pupils/visitors

| Target | Strategy | Outcome | Timeframe | Progress |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------|
| Provide designated parking for disabled users. | All visitors to be asked if they have parking needs. School staff to move cars as required. | Disabled drivers can access the main car park easily. | Ongoing | School routine has changed and part of day to day practice. |
| Ensure signage is appropriate. | Review current signage, make adaptations as required. | Signage is clear for all users, in line with DDA. | Part of 5 year plan | Access needs are met following DDA. |
| Incorporate provision for disabled in planned refurbishments and rebuilds E.g. appropriate colour schemes for visually impaired, signs, entrances and exits. | Seek advice from project managers, LA and organisations for disabled | Redecorated areas of the school made more accessible to visually impaired Rebuilt areas (kitchen in demountable) giving full access to disabled | Ongoing | Accessibility to school increased for visually and physically disabled. |
| Provision of seating/facilities for disabled/infirm carers re school assemblies/performances. | Welcome disabled carers to enter the school before other visitors, liaise with them re best position. Locate appropriate height chairs as required. | Visitors to the school have their physical access needs met. | Ongoing | Visitors feel more welcome and have access needs met. |

Improving the Delivery of Written Information

| Target | Strategy | Outcome | Timeframe | Progress |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------|
| Availability of written material in alternative formats. | The school will identify alternatives available, including support from admin for converting written information into accessible formats. | The school will be able to provide written information in different formats or offer adult support when required for individual purposes. | Ongoing | Accessibility of information to pupils and parents/carers improved. |
| Make available school prospectus, school newsletters and other information for parents in alternative formats if applicable | Review all current school publications and promote the availability in different formats for those that require it. | All school information accessible to all. Parents receive regular school information (including a newsletter) via parent mail | Ongoing | Improved delivery of school information to parents and the local community. |