



Moredon Primary School & Nursery

ACCESSIBILITY PLAN

ACCESSIBILITY PLAN- 2014-2015

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Principal, SENCO and Estates manager are accountable for ensuring the implementation, review and reporting on progress of the Accessibility plan over a prescribed period.

1. The Moredon Primary School & Nursery Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan short, medium and long term plan ahead of the next review date. This plan was updated in October 14 to reflect new statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement and support the School's Equality Objectives, and will similarly be published on the school website. We understand that the LA may monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.
3. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
4. The Moredon Primary School & Nursery plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the School, adding specialist facilities as necessary. This covers making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
 - Increase access to the **curriculum** for pupils with a disability, 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 school visits. It also covers the provision of specialist **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. 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.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities Policy and objectives
- **Staff Development**
- Health & Safety (including off-site safety)
- Disability Equality Scheme
- Inclusion
- Special Educational Needs
- Behaviour
- School Improvement Plan
- School Brochure and Mission Statement
- Teaching and Learning Policy

8. The Accessibility Plan will be published on the School/WHF website.

9. The Accessibility Plan will be monitored through the Governing Body Curriculum Committee.

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

Issue No: 1 Date Approved: 1 October 2014 Review Date: 1 October 15

Accessibility Plan 2014 - 15
Improving the physical Access

Planning area Access to physical environment	Targets	Strategies	Timescales	Lead	Success Criteria
Short term Medium term Long term	All staff make classrooms accessible <i>ALL CLASSROOMS ARE ACCESSIBLE as there are no steps and doorways are wide</i> All staff make classrooms accessible Make entry to all areas more accessible for wheel chair users and others, think beyond the ramp.	Develop system to allow entry for wheel chair users Circulate a "Reasonable Adjustments" classroom check list to all staff. Ensure all classrooms are organised in accordance with pupil need. On-going training in disability awareness Improve access to all areas during any re-design	As necessary or by As necessary Estates teams/Principal	Estates manager/Principal/Carillion Principal Estates manager/Carillion	Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety Disabled pupils and visitors are able to access all areas of the school
Short term	Improve signage and external access for visually impaired	Replace external light bulbs immediately when blown	As necessary	Estates manager/Carillion	Safety for the visually impaired is improved within the school environment
Short term	Ensure that all disabled pupils can be safely evacuated	Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary	As and when necessary	Principal/staff	All disabled children and staff working with them are safe and confident in the event of a fire
Short term	Ensure all fire escape routes are suitable for all and free from obstruction at all times	Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times	As necessary	Estates Manager/Principal/staff	All common facilities are located on the ground level with ramp access, all fire escapes kept clear and pupils have safe exit at all times.

Accessibility Plan 2014 - 15
Improving the physical Access

Planning area Access to physical environment	Targets	Strategies	Timescales	Lead	Success Criteria
Medium term	Disabled bay signage/markings	Keep under review the need for disabled parking	As necessary	Estates Manager/Carillion	Accessible parking bay for disabled staff & visitors
Medium term	Ensure that access to school buildings and site can meet diverse pupils needs	Accessibility & clarity of signs around school Awareness of independent access Clear identification of room functions.	On-going	Estates manager/ Carillion/ Principal Principal/staff Principal/staff/Carillion	Access to school buildings and site improved
Medium term	Any redecorating or alterations within the school is sympathetic to the visually impaired	Advice taken re-lighting and colour schemes before any further decorating takes place.	As necessary	Carillion	The school decorates in a way that is sympathetic to the Visually impaired.
Long term	Provision/upgrades of disabled toilets	Disabled toilets accessible for adults and pupils, keep under review and continue to audit disabled toilets as necessary	As necessary or by	Carillion/Principal/Estates manager	Pupils and adults have access to a disabled toilet with adequate fixtures/fittings
Long term	Any future plans for further development of the building take DDA issues in to account.	Work with surveyors when planning modernisations.	As necessary	Carillion/Principal/Estates manager	Where it can be reasonably achieved, the school building continues to be accessible for all.

Accessibility Plan 2014 - 15
Improving the physical Access

Planning area Access to physical environment	Targets	Strategies	Timescales	Lead	Success Criteria

Improving Access to the Curriculum

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Access to the curriculum Short/medium & long term?	Ensure all Staff and governors have access to specific training on disability/equality issues	Use staff audit to identify training needs and inform professional Development process		Principal/SENCO	Raised confidence of staff/governors in strategies for differentiation and increased pupil participation from a disability equality perspective
	Ensure all staff are aware of disabled pupils curriculum access	Set up system for information to be shared with appropriate staff (including lunchtime supervisors) Display information relating to individual pupils needs in staffroom	As and when necessary As and when necessary	Principal/SENCO	All staff aware of individual pupils access needs. All staff are aware of individual care plans for pupils with specific allergies, medical needs
	Ensure all staff are aware of, and able to use, SEN software and resources	Audit all SEN ICT and other resources and make list available to all staff Run individual training sessions on use of SEN resources		Principal/SENCO/IT team	Wider use of SEN resources in mainstream classes
	Ensure access to computer technology appropriate for pupils with disabilities	ICT plan includes prioritised list for computer technology as required for pupils with disabilities <i>Check children with epilepsy and visual disturbances are not on the computer for longer than 30 minutes at a time.</i>	As required unless needs of pupils in school require immediate action	Principal/SENCO/IT team	Access to appropriate computer technology will be improved for all disabled pupils
	Reflect identified areas of need in lesson planning and delivery On-going programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties. Purchase of resources to increase student participation	Incorporate Quality First teaching into all planning <i>(1-1) (2-1) support for PE / Swimming / Ice Skating/Curriculum trips for students where necessary</i> <i>Rapid response Interventions for children who need additional support to enable them to access curriculum during quality first teaching time. Provided by class TAs.</i>	On-going	Principal/SENCO	Improved access to curriculum for all pupils
	Ensure all policies consider the implications of Disability access	Consider all policies in view of priorities	On-going	Principal/Governors/Estates	Access to all aspects of school life for all students

Improving Access to the Curriculum

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Access to the curriculum Short/medium and long term?	Eliminate all discrimination and harassment of disabled pupils/stakeholders	Strict reporting and recording procedures to ensure that pupils/stakeholders with disability are not being bullied or harassed. New staff to be aware of plan through induction <i>Any incidents recorded and dealt with by a member of the SLT immediately.</i> <i>Class and Lunch time behaviour books monitored termly</i>	Allocated time system in place monitoring time <i>Reviewed termly</i>	Principal/SENCO	Incidents of discrimination and harassment are zero
	Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/noticeboards/phone calls/information sessions	On-going	School Office	The school is enabling pupils to learn and communicate through varied formats that are matching individual needs. The school monitors all communication formats to ensure all stakeholders are able to receive information
	Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disabled sports. <i>Disseminate training notes from course attended by the SENCO and PE coordinator.</i> See disabled sports people to come into school	As required <i>by individual pupils -swimming, ice skating, residential trips</i>	PE coordinator	All to have access to PE and able to excel
	Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods <i>Referrals to outside agencies to support as necessary.</i> Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation

Improving Access to the Curriculum

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Access to the curriculum Short/medium and long term	Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties	Employment of specialist support assistants with skills and expertise. Specialists are used to work with pupils or provided training for staff <i>Advice from SBC consultants regarding SEND support</i>	On-going	SENCO Principal	Pupils are more able to access the curriculum regardless of their learning difficulties and disabilities. Specialised support and resources are used to meet the needs of children with a disability and special educational needs.
	Heighten awareness of mainstream staff in relation to strategies and procedures employed by speech therapists for SLCD pupils	Provide training in relation to SLCD issues, for all staff <i>Use of the Signalong package and training for all staff</i> <i>Teachers / TAs involved in JPS meetings and meetings with outside agencies to draw up programmes of work to support chn</i> <i>Speech & Language clinic held at school site for parents and TAs to attend to support chn</i>	As required	Speech therapist/sensory team	Increased confidence of staff in supporting pupils with SLCD needs within mainstream
	Ensure all policies consider the implication of Disability access	Consider all policies in view of priorities	On-going	Governors	Access to all aspects of school life for all pupils
	Monitor how well pupils with disabilities are achieving academically and socially	Identify which pupils with disabilities are SEN and those who are not. Include personalised learning plans, as appropriate. All new staff to be aware of plan through induction <i>Track the progress and attainment of children with disabilities with or without SEN.</i>	On-going	SENCO	Systems in place monitoring academic and social progression and differentiation. Parents/carers are involved in process.

Improving Access to the Curriculum

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Access to the curriculum Short/medium & long term?	Ensure all children on SEN register have a provision map in place Provision maps for all children on the SEN register	Provision map is up to date and forms a key part of the planning and assessing process for all staff	Review every term	SENCO	Pupils with SEN are included in their learning of the curriculum. Provision maps in place and highlighted to support the needs of individual children.
	Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national/local events such as Paralympics, deaf awareness and learning Disability week. Promote outside visits from disability groups		All staff	Pupils are demonstrating that they understand and have a positive attitude towards disability
	Recruitment policy	Ensure recruitment policy considers all appropriate qualified people who have a disability and does not discriminate intentionally or unintentionally	On-going	HR	People who have disabilities are welcome to apply for jobs and are able to state that they have been treated equally, regardless of outcome
	All staff able to deal with emergencies	All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in use of specific medical equipment	On-going	All staff	All staff are showing confidence and competency in dealing with emergencies and unforeseen developments
	Ensure that children who are Young Carers get the support needed to access school and the curriculum.	Make sure staff are aware of registered Young Carers and through training and the use of the school policy, provide the support as necessary. Provide children with a support group in school and link teacher to discuss their worries.	On-going	SENCO	Young Carers able to access school and the curriculum. Provisions in place to support these children are successful and well used.

Improving Delivery of written information

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Delivery of written information Short/medium & long term?	Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English	During induction	School Office	All parents receive information in a form that they can access
		School office will support and help parents to access information and complete school forms	On-going	School Office	
		Ensure website and all document accessible via the school website can be accessed by visually impaired	Current	School Office/website design team	
	Improve the delivery of information in writing in an appropriate format	Provide suitable enlarged, clear print for pupils with visual impairment Minimum font size of 14	As required	Office/staff	Excellent communication
	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information Ensure black print on white background is minimal, including when looking at a screen. Text projected on to boards should be on pastel colours background using non-black colour font.	On-going	SENCO	Staff produce their own information
	Annual review information to be as accessible as possible	Develop learning targets to support children that are accessible to both children and their parents. Use of provision mapping to highlight strengths and interventions.	On-going	SENCO	Staff more aware of pupils preferred method of communication
	Languages other than English to be viable in school	Some welcome signs to be multi-lingual		EAL/SEND co-ordinator	Confidence of parents/Carers to access the child's education
	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, signs language interpreters to be considered and offered if possible. Including BSL interpreters for any meetings between staff and parents.	As required	SENCO	Pupils and/or parents feel supported and included

Accessibility Plan 2014 - 15
Improving Delivery of written information

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Delivery of written information Short/medium & long term	Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard for of printed information	Ensure website is fully compliant with requirement for access by persons with visual impairment. Ensure Prospectus is available via the school website.	As required	Web site designer, School Office	All can access information about the school