



Accessibility Action Plan

Date agreed: September 2023

Review date: September 2025

Signed: _____

Head Teacher

Signed: _____

Deputy Teacher

Accessibility Plan

Vision Statement

Under the Equality Act 2000 schools should have an accessibility plan. The Equality Act 2010 replaced all existing 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 and belief'. According to the Equality Act 2010 a person has a disability if:-

- He/she has a physical or mental impairment and
- 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 of Education's guidance on statutory policies for schools. The plan will be reviewed every 3 years or where optional needs dictate and approved by the governing body. The review process can be delegated to a committee of the governing body, an individual or the Head. At Mehria Primary School the plan will be monitored by the Head teacher and evaluated by the Finance and General Purpose Committee. The current plan will be appended to this document.

At Mehria Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environmentally both locally and globally.

Aims

Our aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school on increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of the information to pupils, staff, parents/carers and other members of the school community

The accessibility plan has been developed and drawn up based upon information supplied by the local authority, and consultations with pupils, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

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 local authority will

monitor the school's activity under the Equality Act 2010 (in particular schedule 10 regarding accessibility) and will advise upon the compliance with that duty. The accessibility plan may be monitored through the Governor Finance and Premises Committee. The school will work in partnership with the local authority in developing and implementing the accessibility plan. The accessibility plan may be monitored by Ofsted during inspection process in relation to schedule 10 of the Equality Act 2010.

Mehria Primary School is committed to providing an environment that enables full curriculum access that 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Mehria 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 anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Mehria Primary School accessibility plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes 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 or auxiliary aids and equipment, which may assist these pupils in assessing the curriculum within a reasonable timeframe (if a school fails to do this they are in breach of their duties under the Equalities Act 2010)
- 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
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities ie: adaptations with handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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

The accessibility plan should read in conjunction with the following policies, strategies and documents:-

- Health and Safety Policy
- Special Educational Needs Policy
- Supporting children with medical conditions and administration of medicines policy
- Trips and residential visits policy

The accessibility plan for physical accessibility relates to the access audit of the school, which remains the responsibility of the governing body. It may be feasible to undertake all of the works

during 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 governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of the children who are new to the school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical environment

Mehria Primary School currently occupies a site of three separate buildings, two of which are two storeys. The buildings do not currently have lifts. Teaching takes place in fixed classrooms. The school does not have any visitor parking. Visitors to the school use on-street parking however suitable arrangements for disabled visitors are made when appropriate. There are currently no disabled toilet facilities on the premises.

We plan, over time, to increase the accessibility of provisions for all pupils, staff and visitors to the school in the following areas:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school to increase access to education by disabled pupils
- Improve the delivery of written information to pupils, parents and staff with disabilities

Curriculum

Through planning for individual need, we aim to provide an inclusive approach as practically possible. Some aspects of extracurricular activities present particular challenges ie: PE for pupils with a physical impairment, however all reasonable adjustments will be made to support as full involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Management, coordination, implementation and review

- We consult with other professionals and services where new situations regarding pupils with disabilities are experienced
- The governors and senior leadership team work closely with the local authority
- We work closely with parents to consider their children's needs
- The policy is reviewed annually and/or as children's needs change
- The annual review is shared with staff

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the head teacher. The chair of governors may be involved if the complaint is not resolved satisfactorily.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, a medical condition or other needs. Provision may include: liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children each year	To identify pupils who may need adapted or additional provision	May to July annually	HT EYFS leader and teachers	Provision set in place ready for when the child/ren start school
To liaise with educational establishments to prepare for the intake of new children who transfer within the year	To identify pupils who may need adapted or additional provision	On going as need arises	HT, Deputy and SENDCO	Provision set in place ready for when the child/ren start school
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT & governors	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel	Ongoing	SLT/SENDCO, all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, risk assessments reviews, provision reviews and action planning
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identify training needs and implementing	Ongoing	SLT, SENDCO and all teaching staff, extra curricular service providers and educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made

extra curricular provision	training where needed. Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.			
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Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical environment	The school will take account of the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings	Ongoing	SLT, site manager and governors	Evidence that appropriate considerations have been made wherever physical Improvements are carried out
Ensure that reasonable adjustments are made for pupils with disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and	Ongoing	SLT, SENCO, all teaching staff and site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

	implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.			
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Aim 3: Improve the delivery of information of pupils, staff, parents/carers and other members of the school community

Target	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information to pupils, parents and visitors	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	Ongoing	SLT, teachers, admin team and SENDCO	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in education