

Midsomer Norton Primary School

Accessibility Plan 2017-2020

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Midsomer Norton Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Midsomer Norton 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.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

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

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which 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;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Training

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.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Midsomer Norton Primary School will address the priorities identified in the plan. The plan is valid for three years 2017-2020. It is reviewed annually.

Approved by: Head Teacher

Date: 8/06/17

Next review date: May 2018

Section 2: 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

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Midsomer Norton Primary offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	<p>Training for specific staff including medical</p> <p>Use of ICT equipment supports learning across the curriculum.</p>	<p>Audit of CPD needed. Training for ICT coordinator</p> <p>Replacement of ICT hardware. Use of ICT across the curriculum a development priority under school development plan.</p> <p>Teachers to be given opportunities to watch Outstanding practitioner use ICT in lessons in other schools</p>	<p>Class Teacher/ SENCo</p> <p>SBM Head Teacher</p> <p>Class teachers</p>	<p>July 2017</p> <p>July 2017</p>	<p>List of areas staff feel they would like training for.</p> <p>School Development plan identifies specific steps to raise teachers confidence and expertise in using ICT.</p> <p>Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.</p>
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teacher SENCo	June 2017	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.

<p>Improve the delivery of written information to pupils</p>	<p>Midsomer Norton Primary teaching and learning policy explicitly states what makes a difference for <u>all</u> learners. Teachers use clear WAGOLLS (What a good one looks like) and success criteria.</p>	<p>Ensure that all children have the necessary visual aids to support their access to the curriculum.</p>	<p>Review classroom displays and layout to ensure all children have unimpeded access to visual support.</p> <p>Monitor visual support to access to curriculum for all children during lesson observations and learning walks.</p>	<p>Class teachers</p> <p>Head teacher, SLT</p>	<p>July 2017</p> <p>Ongoing</p>	<p>Children can see suitable sized text. Visual aids support children to remember, organise and process information.</p>
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Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has areas leading to KS1 and KS2 with steps. Access to the side of the old school building and throughout the new build is wheel chair friendly.	Ensure children with physical needs have sufficient adult support. Ensure routines/ timings allow children with physical disabilities time to move between lessons/ activities.	Class teacher/ SENCO Class teacher/ SENCO	Ongoing Ongoing
Disabled Parking bays	Non-disabled users occasionally use disabled bay.	Remind parents of usage	HT	June 2017 and ongoing
Entrances	Old classroom doors need replacing.	Ensure new doors allow all children and adults including wheel chair users to see through.	SBM	September 2017
Toilets	Disabled toilets are frequently used by non-disabled users.	Improve signage. Educate children which toilets they can and cannot use and why.	SBM Class teachers	June 2017 June 2017
Internal signage	Internal signage is clear but needs to be kept in good order	Continue to ensure signs are maintained.	Site manager SLT	On going to 2020

Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	On going to 2020