

Accessibility plan

Meanwood CE Primary School



Approved by: Board of Governors **Date:** 01.09.22

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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.

Vision and values

Meanwood Church of England Primary School exists to enrich the lives of children through the teachings of Jesus Christ. We will enable children to flourish emotionally, physically, spiritually and academically: providing the best opportunities and experiences through our wide and varied curriculum.

The vision will be lived out through our CARE values.

COOPERATE: Share and learn together.

ACHIEVE: Try your best, always.

RESPECT: Value everyone and everything.

EMPATHISE: Stand in someone else's shoes.

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 to develop and implement the plan.

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 development of this accessibility plan, including as appropriate: pupils, parents, staff and governors of the school.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
Physical Access			
<p>To be aware of the access needs of disabled children, staff, governors and parents/carers.</p>	<ul style="list-style-type: none"> • Ensure the school staff & Trustees are aware of access issues ('access' meaning 'access to' and 'access from'). • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process. • Ensure staff and governors can access areas of school used meetings. • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired • Communication in print around school to help children's understanding and visual recognition. 	<p>As required</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & Trustees are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>

AIM	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
Maintain safety for visually impaired people	<ul style="list-style-type: none"> • Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges. • Check exterior lighting is working on a regular basis. • Check emergency lighting that signal fire alarm activation regularly. 	Annually, and as new children join the school throughout the year	Visually impaired people feel safe in school grounds.
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> • Daily health and safety checks of the school and its surroundings. • Ensure staff are aware of need to keep fire exits clear 	Daily	All disabled personnel and pupils have safe exits from school.
Whole School Evacuation	<ul style="list-style-type: none"> • Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). • Children to have PEEP's if needed 	Annually, and as new children join the school throughout the year	All physically disabled persons can be safely evacuated.
Accessible car parking	<ul style="list-style-type: none"> • Disabled members of staff and visitors have a place to park in near the playground gates into the school. • The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building. 	On-going	To try and ensure a disabled car parking bay on Green Lane.
Curriculum access			

AIM	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
Access to learning/ in class provision	<ul style="list-style-type: none"> • Review SEND children’s access to curriculum within class sessions. • Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. • Ongoing monitoring from SENCO. • Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations. 	On-going	All pupils have equal access to a broad and balanced curriculum.
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> • Risk assessments to ensure that all children including children with physical disabilities can access trips. • Ensure venues and means of transport are vetted for suitability • Ensure staff are fully briefed with regards to children with SEND 	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> • Review PE curriculum to include disability sports 	Annually	All pupils have access to PE and are able to excel, for example via support from an adult.

AIM	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	<ul style="list-style-type: none"> • Ensure whole school events can be adapted to include all children. • Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school • Ensure there is a way of getting children with mobility issues/ wheelchairs in and out of the hall, where sports clubs usually take place. 	As required	Disabled children feel able to participate equally in out of school activities.
Make sure the school hall is accessible.	<ul style="list-style-type: none"> • Ensure that children with disabilities can successfully access the school hall. 	On-going	Disabled children have full access to the school hall.
Ensure all staff have specific training on disability issues	<ul style="list-style-type: none"> • Identify training needs at staff meetings 	On-going	Raised confidence of all staff.
Communication with Parents	<ul style="list-style-type: none"> • Ensure parents have access to our SEN provision/SEN school offer currently on the school website. • Ensure parents meet and can contact SENCO at any time. • Parents meet regularly with SENCO to access further support and advice. • Ensure that the annual report to parents of SEND is accessible and informative for parents. 	On-going	Parent/school communication is strong. Parents confidently contact SENCO for support and advice.

AIM	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
Pupil Voice	<ul style="list-style-type: none">• Children are given opportunities to share their concerns, their views and their ideas.• Adaptations are made as needed	On-going	Child's voice is heard and acted upon.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy