

Mulbarton Primary School



Accessibility Plan

Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing body of Mulbarton Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

Head Teacher	Bev Theobald	March 2019
Chair of Governors	Glynis Tucker	March 2019
Next Review:		March 2020

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, medical condition or other access 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 into Reception 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 year	To identify pupils who may need adapted or additional provision	Ongoing as need arises	HT & SENDCo	All policies clearly reflect inclusive practice and procedure
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT & Governors	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families	Ongoing	SLT and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel	Ongoing	SLT, SENDCo, teaching staff and outside professionals	Evidence that appropriate considerations and reasonable adjustments have been made

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.

Target	Strategy	Timescale	Responsibilities	Success criteria
Improve the physical school environment	The school will take account 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 school improvements are carried out
Ensure that reasonable adjustments are made for pupils with a 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 implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out	Ongoing	SLT, SENDCo, teaching staff and site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Target	Strategy	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for 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 their education.