

Accessibility Plan 2021 - 2023

Review frequency	2 years	Reviewed	Sept 21
Governing Committee Responsible	Full Governing Body	Governor Approval (date)	
Website	Yes		
Staff Responsible	Chris Pond/ Cath Bainbridge	Next review	Sept 22

Context

Under the Equality Act 2010 schools should have an Accessibility Plan. [The Equality Act 2010](#) replaced all existing equality 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 or belief and sexual orientation”.

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

- (a) He or she has a physical or mental impairment, and
- (b) 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 for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. The current Plan will be appended to this document.

Rationale

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 environment both locally and globally.

The Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

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 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are 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

taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Objectives

The Accessibility Plan contains relevant and timely actions to:

- 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

- Behaviour Management Policy
- Curriculum Policy
- Equality statement
- Health & Safety Policy
- School Prospectus
- Special Educational Needs and Disability Policy
- Medical Procedure Policy
- Reasonable Force Policy

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.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life 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.

Equal Opportunities

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.

Monitoring and Evaluation

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Body.

The school will seek the views of pupils when working on the development of each new version of the plan.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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

Maple Tree Primary School Accessibility Plan 2021-2023

Section 2: Aims and Objectives

Our aims are to:

- improve and maintain access to the physical environment
- increase access to the curriculum for pupils with a disability
- improve the delivery of written information to pupils

The tables below set out how the school will achieve these aims.

Improving the Physical Access at Maple Tree Primary School:

Access Report Ref.	Item	Outcomes	Timescale	Person Responsible/ Cost
A05	Is the route free of kerbs?	Site Agent to ensure edges of kerbs are painted where passage down/up on to the carpark is necessary.	By 31 Dec 2021	Site Agent
A16	Is the route level?	Couple of block pavers suffering with subsidence which need to be levelled.	By 30 April 2022	Site Agent
C10	If the door is power-operated does it have visual and tactile information?	Sign to be added to the door that says it is an auto close door.	By 31 Dec 2021	Site Agent
C14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?	Office manager has ensured relevant information is displayed at various heights in lobby area. PWW has ensured posters are at child height around the school corridors and toilet areas.	MET and Ongoing	KV/VE
C19	Is the reception point fitted with an induction loop?	Office manager to ask other schools in Sandy what they have.	By Summer 2022	KV
D06	Are there visual clues for orientation?	School supports and will escort visually impaired visitors with audible cues when necessary.	MET and Ongoing	Site Agent/KV
D08	Do textured surfaces convey useful information for people with impaired vision?	School to consider options for visually impaired visitors such as signs/symbols. Site agent to demarcate kerb edging with paint markers.	By 31 Dec 2021	Site Agent

D16	Are all areas for assembly/meeting equipped with an induction loop system?	If meeting requires use of hearing loop then staff to look at alternative venues to cater for individual needs.	By Summer 2022	KV
G13	Can the emergency call system be operated from floor level?	Emergency call system has been checked.	MET	Site Agent
I03	Is there a tactile plan or diagram of the building?	School to consider options for visually impaired visitors such as reading out essential information/guiding around school.	MET and Ongoing	Site Agent/KV
I04	Are there large-print versions of information about the building/activities available?	If needed, school can provide written information in other forms, eg big print, email etc. Where appropriate, pupils to have access to signing, large print, symbols and pictures, coloured overlays etc.	MET	KV/Office Staff
I05	Is there 'braille' information available for people with visual disabilities?	School to consider options for visually impaired visitors such as reading out necessary information/enlarging information etc.	By 31 Dec 2021	CP
I06	Is there an 'audio' version of information about the building available?	School to consider options for visually impaired visitors. Audio link on website?	By Summer 2022	KV/CB
I09	Are all relevant locations clearly signed?	Site Agent to check all signs on doors are clearly marked and easy to read. Hawthorn class sign needed.	By 31 Dec 2021	Site Agent
J01	Is there a visible as well as audible fire alarm system?	Visually impaired visitors to be paired up with able sighted person in case of evacuation. Site Agent to enquire about visual alarm.	By 31 Dec 2021	Site Agent/KV
	Do children/staff with disabilities have a personal evacuation plan in case of emergency?	PEEP in place for all those who need it. Any disabled person in school will be able to safely evacuate the building in an emergency	MET and Ongoing	CB/KV/CP
	Annual review of DES and accessibility plan	Disability and Equality Statement and accessibility plan reviewed and amended where appropriate	Annually	Governors
	To review policies as appropriate to ensure aspects related to disability are included.	Staff and governors will have reflected on policies and be aware of where statements regarding disability need to be included.	Governors meetings in line with policy review	Governors

Improving the Curriculum Access at Maple Tree Primary School:

Priority	Current situation	Targets	Strategies	Success Criteria	Timeframe	Staff responsible
Access to the curriculum for all children	All children have access to the EYFS or National Curriculum. Children with additional needs including disabilities have additional support personalised to their needs, including the use of additional staff, interventions, resources, differentiated tasks and personalised targets linked to external professional advice.	<p>Additional resources available for children within the classrooms including visual supports, fine and gross motor skill resources, written material to be available in different sizes if appropriate.</p> <p>Staff plan for any specific needs to ensure that all children are afforded the same opportunities for learning in all areas of the curriculum. This will include any specific requirements for those with physical disabilities in PE or to accommodate them on external visits.</p>	<p>Review of resources in school and purchase further resources as needed.</p> <p>Visual resource bank made on shared computer drive for all teachers to access.</p> <p>Teachers to consider the impact of colour and font when using presentations.</p> <p>To consider access to PE lessons.</p> <p>Undertake an audit of staff training requirements.</p> <p>Plan staff workshops to address these needs.</p> <p>Development of staff skills to teach all groups of pupils, particularly EAL and SEND.</p> <p>Training and support provided by external agencies as necessary to support Inclusion.</p>	<p>Children have access to appropriate resources as needed.</p> <p>Teachers have access to a visual support resource bank that is regularly updated.</p> <p>Use of communication through print package.</p> <p>All teachers are able to more fully meet the requirements of all groups of learners with regards to accessing the curriculum.</p>	Ongoing	<p>SENDCo</p> <p>All Class Teachers</p> <p>All Teaching Assistants</p>
Monitoring of progress and attainment in line with	Half termly/termly meetings occur to review the progress and support given to each child.	Timely interventions are provided for children to support them with progress and attainment	Pupil Progress meetings with staff each term to check progress of any children with disabilities. If slow/no progress, these	All children are given access to a tailored curriculum to ensure they are making the progress to the best of their ability.	Termly	SLT/SENDCo/SEND Gov

curriculum expectations	Regular meetings with the SENDCo and class teacher and parents to support the learning of individual children.	and to ensure fair access within the lessons.	children will be monitored half termly. To continue with termly meetings with parents to ensure full access to the curriculum for specific children.			
Children with disabilities to be able to access extra curriculum activities.	The school environment includes a disabled toilet, accessibility for a range of physical needs. Adaptations to classroom environments are made for each class to meet the needs of the children e.g. table layout	The school environment is accessible for children, parents and members of the community.	Individual support provided to children or adults as required e.g. help to reach library shelves or support for children sensitive to noise in the lunch hall, or carers with an assistant dog can drop children at the reception door. Risk assessments written for individual children as required.	Children, parents and visiting members of the community are able to access the physical environment effectively.	Ongoing	All staff members including site manager.

Improving the Delivery of Written Information at Maple Tree Primary School:

Priority	Current situation	Targets	Strategies	Success Criteria	Timeframe	Staff responsible
Access to the curriculum for all children	All children have access to the EYFS or National Curriculum. Children with additional needs including disabilities have additional support personalised to their needs, including the use of additional staff, interventions, resources, differentiated tasks and personalised targets linked to external professional	Additional resources available for children within the classrooms including visual supports, fine and gross motor skill resources, written material to be available in different sizes if appropriate.	Review of resources in school and purchase further resources as needed. Visual resource bank made on shared computer drive for all teachers to access. Teachers to consider the impact of colour and font when using presentations.	Children have access to appropriate resources as needed. Teachers have access to a visual support resource bank that is regularly updated. Use of communication through print package.	Ongoing	SENDCo All Class Teachers All Teaching Assistants

	advice. Half termly reviews occur to review the progress and support given to each child.		To consider access to PE lessons.			
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