

ACCESSIBILITY PLAN

2019-2022

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, schedule 10. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Melton Primary School's building is well designed to meet the needs of disabled pupils:

- All rooms are on ground floor level from the outside.
- Use of all classrooms can be adapted to meet pupils' needs
- All public-access rooms, including the front entrance, toilets and hall are on the ground floor, with access via the car park.
- We have one disabled toilet.

Definition of Disability

Disability is defined by the Equality Act 2010. In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

Commitment

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Melton Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

1. Improve 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.
2. 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; (If a school fails to do this they are in breach of the DDA). 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.

3. Improve the delivery of **information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached is an action plan relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

- Curriculum long term plan
- Equal Opportunities and Diversity Policy
- Staff Development programme
- Health & Safety (including off-site safety) Policy
- Inclusion Policy
- Special Educational Needs Policy
- School Improvement Plan

The Plan will be monitored through the relevant committees of the Governing Body.

The school will work in partnership with the local education authority in developing and implementing this plan.

Accessibility Action Plan 2019 – 2022

Section 1: Improve access to the physical environment of the school					
TARGET	TASK	TIMESCALE	COST	RESPONSIBILITY	OUTCOME
To ensure that the Accessibility Plan is annually reviewed by FGB	Clerk to the Governors to add to agenda as required.	Annually (Spring)	N/A	Chair of Resources sub committee	Plan reviewed. Legislation adhered to.
To improve staff awareness of disability issues.	Review training needs. Provide training as necessary or appropriate.	Ongoing	Training Costs £500	AD/LH	Disability issues are identified and addressed by all staff.
To ensure all policies, where necessary, consider the implications of disability access	During natural review of policies, consider and include measures to address disability access	Ongoing	N/A	AD / Sub-committee chairs	Policies are fully inclusive of issues related to disability and reflect current legislation.
Increase disabled access parking to improve safe access to school for all children and visitors.	Re-mark the car park to include an identified accessible parking space.	Spring 2020	£1000	AD/LB	Improved safety for all children and visitors when accessing school.
Improve external environment access for visually impaired people	Yellow strip-mark/paint step edges	Autumn 2019	£200	AD/LB	Visually impaired people feel safe in school grounds

Section 2: Increase access to the curriculum for pupils with a disability					
TARGET	TASK	TIMESCALE		RESPONSIBILITY	OUTCOME
Provide new/improved methods and systems for children with disabilities to communicate with staff and their peers.	Staff training programme on using PECs.	Spring 2020	Training Time	LH	Improved standards of speech & language across school.
	Purchase additional PECs resources for individual children and staff to use.	Spring 2020	£200	LH	Pupils with communication barriers feel more confident and can communicate better with staff and peers.
	Teach Makaton throughout school.	Summer 2020	N/A	LH	Pupils with communication barriers feel more confident and can communicate better with staff and peers.
	Staff Makaton training	Summer 2020	Training time	LH	Pupils with communication barriers feel more confident and can communicate better with staff and peers.
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Ongoing	Training Costs £500	LH	Staff are able to enable all children to access the curriculum
To ensure that all children are able to access all out-of-school activities. e.g. clubs, trips, residential visits etc.	A real commitment to inclusion of all children in all activities and events.	Ongoing	N/A	AD/LH/ST	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	Ongoing	£200	LH/class teachers	All children will be able to work as independently as is possible.
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be applied for as necessary.	February 2020	N/A	AD/LH/class teachers	Barriers to success will be reduced as far as possible enabling children to succeed with testing.

Section 3: Improve the delivery of information to pupils, staff, parents and visitors with disabilities					
TARGET	TASK	TIMESCALE	COSTS	RESPONSIBILITY	OUTCOME
To ensure that all parents and other members of the school community can access necessary information.	Written information will be provided in alternative formats as necessary.	Ongoing	Photocopying costs 0.04ppc	AD / admin team/ class teachers	Parents with particular needs will have the same access to information as any other parent.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	October & March	Staff time Phone call costs	AD/class teachers	Parents with particular needs will be informed of their children's progress.

AD – Alun Davies (Headteacher)

LB – Linda Buckman (Bursar)

ST – Sandy Thornton (Assistant Headteacher)

LH – Lucy Hancock (SENDCo)