

Mauldeth Road Primary School

Accessibility Policy

2022

The Aim of This Policy

Mauldeth Road Primary School is an inclusive school with a strong, caring, pastoral structure which underpins an inspiring curriculum. We seek to develop the potential of every child in all subjects. Staff care for the children and are skilled in planning to meet their individual needs, both personally and academically

We are committed to providing a fully accessible environment and curriculum in order to enable all children to have their needs met regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove any barriers to ensure that every child can enjoy and fully participate in all aspects of School life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

Introduction

The whole school community has the key duties towards disabled pupils under the Equalities Act 2010. The Act defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.:

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.

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.

The School will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their learning needs.

This curriculum supports inclusion by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activities

Education and Related Activities

The school will continue to seek and follow the advice of the LA services and outside agencies such as specialist teacher advisers, SEN consultants, and appropriate health professionals.

Physical Environment

The School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of Information

The School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Linked Policies

The Accessibility Plan will contribute to the review and revision of related school policies :

- School Improvement Plan (including Premises)
- SEN Policy
- Curriculum Policies
- Anti-Bullying
- Educational Visits

Mauldeth Road Primary School - Accessibility Plan

Section A – Improving Access to the Curriculum.

Aim	Current good practice	Action to be taken	Person Responsible	Timescale	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>Resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. Targets are set as appropriate.</p>	<p>Monitor implementation for SEND and disabled pupils</p> <p>Staff to liaise with previous teacher and SENDCO re: resources required for specific pupils</p> <p>Audit of resources- Built into annual SEN budget</p> <p>Progress of and target setting for SEND and disabled pupils reviewed. Barriers to success identified</p>	<p>SENDCO Head</p> <p>Staff / SENDCO</p> <p>SLT</p> <p>SLT</p>	<p>Summer 23</p> <p>Ongoing for new staff.</p> <p>At transition and as required</p> <p>Summer 23</p> <p>Reviewed each year as part of SEN Budget</p> <p>Termly</p>	<p>Good match of resources and provision to the needs of children with disabilities</p> <p>Disability visible within curriculum resources, library books etc</p> <p>Disabled pupils making good progress</p>
<p>Improve children's awareness of disability issues.</p>	<p>Assemblies to raise awareness of Disability equality Issues ie Autism Awareness Week</p>	<p>More use of positive images of disability within non-disability themed assemblies</p>	<p>Head / staff</p>	<p>Over the 22/23 Academic year</p>	<p>Higher visibility of disability within materials used</p>

Accessibility Plan Section B – Improving Access to the Physical Environment

Aim	Current good practice	Action to be taken	Person Responsible	Timescale	Success Criteria
Ensure good access and facilities for wheelchair users as part of any new building works or modifications	<p>The school has flat access to all rooms, with the exception of small steps to quad rooms rooms. Site manager has made a portable ramp for these.</p> <p>Disabled toilets for staff, pupils and community readily available.</p>	Ensure equipment is in place for our disabled pupils	<p>Head, Site manager</p> <p>SLT</p>	<p>Summer 23</p> <p>As needed – advised by LOIS and Physio</p>	Toilets are accessible to all children, appropriate adaptations made
School has a clear understanding of pupil population for whom school is planning by identifying pupils /staff/ parents with a disability.	Information gathered for all school users	Consult parents on disability access	Head SENDCO	Summer 23	List of Access needs for all parents to be added to staff and pupils

Accessibility Plan Section C – Improving communication and Information Sharing

Aim	Current good practice	Action to be taken	Person Responsible	Timescale	Success Criteria
Use symbols to promote independence	Use Board maker to for simple signs so children are aware of their surroundings All classes to use a visual timetable.	Monitor all classes checking signage and visual timetables. Ensure key pupils have individualized timetables (as needed)	Head, SLT	Summer 23	Consistent signage and use of visual timetables in all classes
Work with new parents to ensure that access needs for children with sensory impairments are fully met.	Extensive liaison with new parents to identify and meet the needs of children/families with issues around access	Work with relevant agencies to address access issues for children with sensory impairments. Appropriate staff trained to use specialized equipment	Head SENDCO/ SS Team (Teacher of the Deaf)	Ongoing	Access issues for children with sensory impairments identified and addressed
Formal consultation and availability of policies		Questions re accessibility in parent's questionnaire All relevant policies shared on website	Head SENDCO	December 23	Questionnaires collated and issues addressed

Ensure that the school's recruitment is disability friendly	The school welcomes disabled applicants for jobs at the school	Ensure that this is clear in all advertising	Head Administrator	December 23	Application forms and employment information explicitly welcome disabled applicants
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