

MIDDLEFIELD PRIMARY SCHOOL

ACCESSIBILITY POLICY AND PLAN

PART 1 POLICY

The Planning Duty under the Equality Act 2010 means that all schools and academies should have an individual Accessibility Policy and 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 (more than a year), 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 academies. The plan must be reviewed annually, approved by school committees, and shared with committees.

The Accessibility Policy and Plan is structured to complement and support the academy's Equality Objectives and will be published on the school website.

Our school is dedicated to ensuring that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the academy.

Our school 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 possible and practical.

Aims and Objectives

Our aims are to:

1. increase access to the curriculum for pupils with a disability.
2. improve and maintain access to the physical environment and take advantage of education associated services.
3. improve the delivery of written information to pupils.

The academy's objectives are detailed in the Action Plan below. However, this is not a standalone document, and should be considered alongside the following academy and Trust policy documents:

- SEND Information Report
- Trust SEND Policy

- Cambridgeshire Council Local Offer
- School Safeguarding Policy
- Trust Health & Safety Policy
- Trust staff related policies

This plan will also be used to advise and inform future planning documents and policies.

Physical Environment

The school has:

- A physical environment is mostly accessible for all uses and has good wheelchair access both indoors and outdoors.
- Ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely.
- Corridors are wide and there are no issues walking around school safely for any person in a wheelchair.
- There are ramps where there are steps and slopes to access all aspects of the school grounds.
- The building is all accessible on one level.
- There is one accessible toilet located in the school and provision is made for individual children within the classrooms such as individual toilet steps
- The Accessible toilet has a handrail, an emergency pull cord and easy use taps.
- Emergency pull cords and left hanging free in case of emergency.
- Classrooms have fire exits which can be used for all pupils.
- Blinds / window film to avoid glare.
- Fire doors where needed

Curriculum

- With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.
- The academy is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively.
- Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include: writing slopes, different chairs / seats, use of laptops etc.
- Minimum classroom adaptations are being developed with all staff.
- Access to Total Communication approaches to support with speech and language development, where required.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be provided in different ways on request, should this be needed.

Current Activities

- The school has close working relationships with different nurseries.
- The school has an attached pre-school which ensures that transition arrangements are organised throughout the summer term before the child starts school.
- This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.
- The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.
- The school uses outside agencies, including Health Professionals and Educational Psychology Services.
- The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.
- The school has systems in place to ensure that we meet the needs of all of disabled children and young people including Provision Mapping, which identifies children and interventions.
- School staff work together as a team to ensure strategies for improving behaviour and access to learning.
- ELSA.
- Forest School/outdoor learning.

The academy refers to specialist services for advice when required, including through:

- Specialist Teachers and Educational Psychology Services.
- ASD Specialist & Advisory Teacher.
- Educational Psychology Service.
- Sensory support for children with visual or hearing needs.
- SENDIASS.
- SALT (Speech and Language Therapy).
- The Virtual School.
- Family Liaison to support families.

The academy works closely with health professionals where required:

- SALT.
- School Nurse.
- Occupational Therapy.
- Physiotherapy.
- Community Paediatrician.
- CAMH.
- MHST

The school's committee, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- Hearing impairment.
- Physical disability.
- Visual impairment.
- Specific medical conditions including asthma, eczema, diabetes.
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia.
- Autism.
- Speech, language and communication needs (SALT).
- Profound and multiple difficulties including specific genetic disorders.
- Physiotherapy.

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

Review and Implementation

The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people educated within the Trust.

PART 2 SCHOOL ACCESSIBILITY PLAN

This plan is designed to improve accessibility using three areas of focus:

1. increase access to the curriculum for pupils with a disability.
2. improve and maintain access to the physical environment and take advantage of education associated services.
3. improve the delivery of written information to pupils.

STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM)			
Objective	Actions	Lead	Timescale / cost
Ensure language-rich environment for increasing number of non / pre-verbal students.	Staff training on continuous talking. EYFS baselines to lead to referrals to SENCO for APDR pathway where appropriate. Daily story-time for all students. Alternative ways of communicating, for example PECs and Communication in Print tried and evaluated with students.	SENCO with support from Director of SEND.	On-going, TBC / within curriculum area capitation.

STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT			
Objective	Actions	Lead	Timescale / cost
Ensure the disabled is accessible for children / parents / staff	Check the red cord Check access from all the classrooms	SENCO with support from Director of SEND.	On-going
There are a few steps outside the school which have ramps too.	Check access to the ramps and ensure they are clear for use. Check railings are secure.	SENCO with support from Director of SEND.	On-going

STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS			
Objective	Actions	Lead	Timescale / cost
Effective use of resources & specialised equipment	Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed from the LA Specialist Teacher offer.	SENCO with support from Director of SEND.	On-going, TBC / within curriculum area capitation.