

Accessibility Plan 2020-2023

Introduction

This Accessibility Plan has been written in accordance with current legislation relating to the Disability section of the Equality Act 2010. The school governing body, particularly the Management Committee, is responsible for the Plan's implementation, review and ongoing reporting on its progress over three years.

Maple Tree Primary School is committed to providing an accessible environment which values all pupils, staff, parents and visitors irrespective of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The School is committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion. This plan aims to:

- improve access to the physical environment of the school by providing specialist facilities as necessary, for example, reasonable adjustments to the physical environment of the school and physical aids to facilitate education.
- increase access to the curriculum for pupils with a disability by making reasonable adjustments to the curriculum to ensure that all pupils are given the same opportunities (failure to do this is a breach of the Disability Discrimination Act (DDA). This includes teaching and learning and the wider curriculum of the school, for example, after-school clubs, leisure/cultural activities and school visits as well as providing specialist aids and equipment, where necessary.
- improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities in their preferred format, for example, hand-outs, timetables, textbooks and general school information.
- ensure ongoing training and awareness raising for staff and governors regarding disability discrimination thus informing attitudes.

All staff have been encouraged to disclose any disability and are given the opportunity to raise personal issues during the school year. When recruiting and selecting new staff, information on disability is collected in-line with LA policy and procedures. Staff are encouraged to disclose a disability, and the school has enabled all staff to feel comfortable about doing so by:

- promoting awareness of the DDA and the legal protection that it offers;
- explaining why the information is needed
- explaining that disclosure can enable the school to make appropriate "reasonable adjustments"
- reassuring staff of the confidentiality of their disclosure
- raising awareness of the LA policy on harassment and bullying
- promoting awareness of the support available to disabled members of staff

Disabled pupils in the school can be identified from the SEN and/or additional needs register and we collect information on the disability of new pupils as part of school admission process. In addition, parents are encouraged to discuss any particular issues with the school prior to starting and opportunities are available at parent/child "induction" sessions for this, or one-to-one sessions can also be organised.

The school aims to foster relationships which ensure pupils/parents feel comfortable in raising issues or difficulties as a result of health condition/impairments. The school tracks the progress of all pupils, including those with a disability, using the following data:

- continuous teacher assessments;
- pupil progress meetings
- end of Key Stage outcomes;
- optional SATs and other classroom tests;
- extra-curricular activities/achievements;
- regular meetings with parents (as requested);
- Early Years Foundation Stage Profiles;

School monitoring procedures will include reviewing provision for disabled pupils.

Initially information will be gathered on admission to the school subsequently all parents and carers will be invited to disclose any disability or health condition they or their child might have through the annual pupil update sheets. All information collected will be used to inform our action plan review and will form the basis for subsequent schemes.

We believe it is important to monitor the impact of the actions taken to ensure that progress is being made towards meeting our Accessibility Plan and to ensure that no adverse impact is occurring as a result of the actions. The school's Action Plan will be monitored in accordance with the specified timescales and if any adverse impacts are identified during the monitoring process, the Action Plan will need to be revised.

As part of the review process, we will monitor -

- admissions of disabled pupils
- exclusion of disabled pupils
- disabled pupil attainment
- recruitment, retention and career development of disabled staff
- effectiveness of reasonable adjustments

We will use the results of our monitoring and assessment activities to make reasonable adjustments, review the effectiveness of this plan and identify any future priorities.

The Accessibility Plan is available on the school website and works in conjunction with the Access Audit of the School which generates an Action Plan that is reviewed regularly. The Action Plan sets out the proposals of the school's Governing Body's commitment to increase access to education for disabled pupils in the areas required by the planning duties in the DDA as stated above. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

This is a 3-year Accessibility plan which will be reviewed annually together with the Action Plan by the staff and Governors.

Signed Chair of Governors
Date

Accessibility Audit 2017-2019
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. | Spring term 2018 | Site Agent |
| A16 | Is the route level? | Couple of block pavers suffering with subsidence which need to be levelled. | Spring term 2018 | 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 a quick close door. | February 2018 | Site Agent |
| C14 | Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels? | Office manager to ensure relevant information is displayed at various heights in lobby area. PWW to ensure posters are at child height around the school corridors and toilet areas. | Spring term 2018 | KV |
| C19 | Is the reception point fitted with an induction loop? | Office manager to ask other schools in Sandy what they have. | Summer Term 2018 | KV |
| D06 | Are there visual clues for orientation? | School to support visually impaired visitors with audible cues when necessary. | Summer Term 2018 | Site Agent/KV |
| D08 | Do textured surfaces convey useful | School to consider options for visually | Summer Term 2018 | Site Agent/KV |

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| | information for people with impaired vision? | impaired visitors. Site agent to demarcate kerb edging with paint markers. | | |
| D10 | Are there tactile signs and information for those with impaired vision? | School to consider options for visually impaired visitors. | Summer Term 2018 | Site Agent/KV |
| 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. | Summer Term 2018 | KV |
| G13 | Can the emergency call system be operated from floor level? | Emergency call system to be checked at floor level. | Spring term 2018 | 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. | Summer Term 2018 | 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. | January 2018 | 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. | Summer Term 2018 | Site Agent/KV |
| I06 | Is there an 'audio' version of information about the building available? | School to consider options for visually impaired visitors. Audio link on website? | Summer Term 2018 | KV/CB |
| I09 | Are all relevant locations clearly signed? | Site Agent to check all signs on doors are clearly marked and easy to read. | Spring Term 2018 | 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. | Summer Term 2018 | 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 | Spring Term 2018 | CB/KV |
| | Annual review of DES and accessibility plan | Disability and Equality Statement and | Annually | Governors |

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| | | accessibility plan reviewed and amended where appropriate | | |
| | 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

| Target | Strategy | Outcome | Timescale/Cost | Responsibility |
|--|--|--|------------------|-------------------|
| Training for teachers on differentiating the curriculum. Training for staff on delivering Quality First Teaching. | Undertake an audit of staff training requirements. Plan staff workshops to address these needs. Development of staff skills to teach all groups of pupils, particularly EAL and SEND. Training and support provided by external agencies as necessary to support Inclusion. | All teachers are able to more fully meet the requirements of all groups of learners with regards to accessing the curriculum. | Summer Term 2018 | CB/SV |
| Progress and attainment of children with disabilities will be monitored termly | SENCo and Assessment Co-ordinator will liaise with staff each term to check progress of any children with disabilities. If slow/no progress, these children will be monitored half termly. | All children are given access to a tailored curriculum to ensure they are making the progress to the best of their ability. | Termly | CB/CP/SV/Governor |
| To continue with termly meetings with parents to ensure full access to the curriculum for specific children. | Class teachers to meet with parents termly in addition to parents' evenings to go through long and short term outcomes for children with SEND support plans and then to feedback to SENCo on completion. | Parents are fully informed and involved in their child's progress. SEND Support Plans are updated and reviewed termly to ensure intervention is timely and effective. | Termly | CB |
| Continue regular children updates and liaise with appropriate outside agencies for | Skills audit to identify areas of training. Liaise with external agencies such as Ivel Valley, Ed Psych for training opportunities and staff workshops. | LA agencies involved and advice put into place. | As required | CB/CP |

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| advice and support | | | | |
| To ensure full access to the curriculum. | Staff to 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. | All children are able to access the curriculum to match their own levels of need. | July 2018 | CB/SV/Governor |
| All extra-curricular activities are planned to ensure, where reasonable, the participation of the whole range of pupils | Review all extra-curricular provision to ensure compliance with legislation. | All extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. | July 2018 | SV/KV |

Improving the Delivery of Written Information at Maple Tree Primary School

| Target | Strategy | Outcome | Timescale/Cost | Responsibility |
|---|--|---|----------------|--------------------|
| Availability of written material in alternative formats when specifically requested. | The school will make itself aware of the services available for converting written information into alternative formats. | The school will be able to provide written information in different formats when requested for individual purposes. | July 18 | CB/Office staff |
| Make available school brochures, school newsletters and other information, for parents in alternative formats when specifically requested (translated documents where possible) | Review all current school publications and promote the availability in different formats when specifically requested. | All school information available for all who request it. 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 | July 2018 | Kim V/Office staff |