



Mordiford CE Primary School

Accessibility Plan

Introduction:

Mordiford C. E. Primary School is a co-educational school for children from 5-11 years. At present we are a one form entry school with a maximum admission of 21 pupils in each year group. All classes are taught as separate year groups. Our core values are built around providing a secure, collaborative and purposeful learning culture where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be.

From 1st October 2010 the Equality Act replaced most of the Disability Discrimination Act (DDA) The Disability Equality Duty in the DDA continues to apply. The DDA definition is broad and included a wide range of impairments including learning disabilities, autistic spectrum disorders, dyslexia, diabetes and 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.*

The Disability Equality Duty in the DDA requires school to;

- *Not to treat pupils with disabilities 'less favourably'.*
- *Make reasonable adjustments to ensure pupils with disabilities are not at a substantial disadvantage*
- *Draw up school accessibility plans to show how, over time, they will increase access to education for pupils with disabilities by increasing access to the curriculum, making improvements to the physical environment of the school to increase access and making written information accessible to pupils in a range of different ways*
- *Comply with the Disability Equality Duty which includes an important duty to eliminate harassment of disabled children and young people that is related to their disability. Schools therefore need to tackle the bullying of children with SEN and disabilities as part of complying with this part of the DED (Disability Equality Duty)*

1. This Accessibility Plan has been drawn up in consultation with the Governors, Parents, Pupils, Visitors and Staff of the school and covers the period from April 2016 to March 2019.

2. 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 and 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.

3. Mordiford C. E. 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:

- Improve access to the **physical environment** of the school, adding specialist facilities and equipment as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include timetables, textbooks, newsletters and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

4. Attached are Action Plans, relating to these key aspects of accessibility. These action plans must be reviewed and adjusted on an **annual** basis. From the Legislation document 'Equality Act 2010 the Accessibility Plan and new plans have to be drawn up every three years.

5. 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 needs of the whole school community as they arise.

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

- *Teaching and Learning Policy*
- *Single Equality Policy*
- *Equal Opportunities Policy*
- *Special Educational Needs and Inclusion*
- *Behaviour Management*
- *School Improvement Plans*
- *Performance Management*
- *Health and Safety Policy*
- *School Prospectus*

7. The Action Plan for physical accessibility relates to information provided by the local authority and audits conducted by the Premises Committee of the Governing Body. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.

8. The School Prospectus will make reference to this Accessibility Plan.

9. The School's complaints procedure covers the Accessibility Plan.

10. The Plan will be monitored through the Finance and Premises and Curriculum committees of the Governing Body.

11. The school will work in partnership with the Local Authority and Diocesan Authority, in developing and implementing this plan.

12. The Plan will be monitored by Ofsted as part of their inspection cycle.



Mordiford C. E. Primary School Accessibility Plan 2016 – 2019

1. Improving Curriculum Access:

Target:	Task:	Timescale:	Responsibility:	Monitoring Achievement:
Liaise with new families / pre-school providers and Primary Health Care Trust regarding future intake and subsequent need.	Set up meetings with pre-school providers and schools to exchange information in the Summer Term prior to pupils starting in the Autumn Term or as the need occurs throughout the year.	May / June of preceding academic year	Reception Class Teacher SENCo	Headteacher SENCo
Update the register of disabilities through annual questionnaires.	Questionnaire given to Governors, Staff, Parents and Visitors to the school requesting information to update the register.	Autumn term for new pupils starting the school.	Class Teachers SENCo	Updated annual Register of Disabilities
Create effective learning environments for all. Teachers differentiated planning meets individual pupils' learning needs.	Ensure Wave 1 Quality First Teaching is delivered through differentiated planning and all reasonable adjustments are made in each class. e.g. <ul style="list-style-type: none"> • changes to teaching and learning arrangements • classroom organisation (furniture layout and equipment) supports the learning process in each class • timetabling • support from other pupils 	Annual Focus	Head teacher /Governors Resources are borrowed / purchased to support pupils' individual / specific needs.	Increase access to the National Curriculum - Barriers removed. Headteacher / Deputy Head - Monitoring of teaching and weekly lesson planning
Ensure children have alternative methods of recording	Liaise with class teachers to ensure all children are provided with equipment to record their work. EG: <ul style="list-style-type: none"> • touch-screen computers, joysticks and trackerballs • easy-to-use keyboards • text-to-speech software • Braille-translation software • software that connects words with pictures or symbols 		Class Teachers Senco	

Training for awareness of disability issues	Review specific needs for pupils living with a disability in terms of basic daily living skills, relationships and future aspirations. Discuss current issues within school and provide training from outside professionals as necessary.	Annual Focus	Whole school community aware of issues relating to disability and accessibility. PSHE / RE Co-ordinator and SENCo	Headteacher / Curriculum Policies Committee
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Audit participation in extra curricular activities to identify any barriers. Ensure school activities are accessible to all students and make reasonable adjustments based on pupils' requirements.	Annual Focus	Class Teachers	Headteacher / Governing Body

2. Improving the accessibility of information:

Target:	Task:	Timescale:	Responsibility:	Monitoring Achievement:
Availability of written materials in alternative formats	Review accessibility of newsletter and letters for parents. The school will be able to provide information in different formats when required Eg: <ul style="list-style-type: none"> • Braille • large print • audio format • using a symbol system 	As required	School Office	Headteacher / Governing Body
Make available school information and newsletters for parents in alternative formats. Eg	Review all current school publications and promote the availability in different formats for those that require it.	On going	School Office	Delivery of school information to parents / local community improved.
Improve communication for any hearing impaired pupil.	Review 'Soundfield Systems' required in classrooms for pupils with a hearing impairment.	Annual Focus. Summer Term prior to each new academic year in September.	Class teacher / SENCo	Class teacher Headteacher / Governing Body.

3. Improving the Physical Access at Mordiford C. E. Primary School:

An accessibility Review was carried out by the SENCo in April 2016 and the following difficulties were raised:

Difficulties raised:	Task:	Outcome / Timescale:	Responsibility:	Cost:
Car Parking is even more of an issue when you have children with a disability.	Increase the number of disability parking spaces in the staff car park in response to school audit results. Ensure disabled parking is for sole use of parents/ staff/ children with a disability	Ongoing	Headteacher / Premises & Finance Committee	
Using a wheel chair / walking aid from the main road / staff car park to access the playground along the path is impossible / a very high risk.	To look at access for a wheel chair user to see how improvements could be made e.g getting around the tree and existing curbs. Ensure children are permitted to access the front entrance	Access to the school site meets the diverse needs of all pupils and adults.	Headteacher / Governing Body	
Resources Room:	Improve resource storage through purchase of storage furniture. Carry out audit of current resources and remove anything not used.	Termly	All Staff	
Staff room: Improved working space for school staff and quality of relaxation space	Staffroom to be redesigned and furnished to create working space for PPA / SENCo.	Ongoing	Headteacher / Governing Body	
Gate between external classrooms	Electronic gates	Make a CIF bid for funding 2016/2017		

It was formally adopted by the Governing Body(Date)

Signed: (Chair)

Headteacher

Signed:.....

Date: September 2016

Revie Date: September 2017