

ACCESSIBILITY PLAN

Introduction

This plan has been written to meet the requirements of schools to carry out accessibility planning for disabled pupils as stated in the Equality act 2010 and the SEND Code of Practice 2014. The definition of disability under the Equality Act 2010 states that a person has a disability if: 'they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'

This plan will be reviewed regularly and will be updated every three years. This plan should be read in conjunction with the following policies: Equalities, Inclusion, SEND, Diversity and Equal Opportunities.

Vision and Values

We are committed to providing an 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.

Montpelier Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

An accessibility plan will be drawn up to cover a three-year period. The plan will be reviewed and updated annually.

The accessibility plan will contain relevant actions to:

Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environments 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 the able-bodied pupils. This includes teaching and learning and the wider curriculum of the school, e.g. participation in our after-school clubs, leisure and cultural activities and school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities, e.g. handouts, timetables, textbooks and information about the school and school events. This information will be made available in preferred formats in a timely manner.

Montpelier Primary School recognises its duty:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably.

- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To compile, publish and review an accessibility plan.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Montpelier Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We endorse the key principles which underpin the development of a more inclusive curriculum:

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

How we identify a need

- We collect information from the Early Years settings in readiness for when pupils join the school.
- We collect information from parents/carers of in-year admissions prior to them joining the school. Senior leaders meet with parents/carers of in-year admission pupils and discuss relevant information in greater depth.
- We regularly liaise with parents and professionals involved with the children to review our provision and update as necessary.
- Teachers meet prior to annual transition to hand over relevant information on all pupils, including those with disabilities or other needs.
- Support staff are trained in the use of epipens and asthma inhalers.
- All associate staff hold current first aid qualifications.
- All support staff in Early Years have current Paediatric First Aid qualifications.
- Health Care plans are completed for all children with medical needs.
- Imitate care plans are completed for those who need personal care
- Risk assessments are carried out as necessary for children with an intermittent need.

Curriculum Accessibility

The school takes advice on support needed for children with disabilities and works with experts to ensure that they have the support necessary to fully include them in the life of the school. Action plans ensure that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- Senior leaders and, in particular, the SENDCO, have an overview of the needs of disabled pupils, children with Special Educational Needs and those with medical needs.

- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- Disabled pupils have access to extra-curricular activities.

Physical Accessibility

Montpelier Primary consists of a two storey building, constructed in two phases, with the earlier being in the 1950s and the more recent in the 2010s. This results in a diversity of style. The newer building has wide corridors and several access points from outside. The older building has some narrower corridors but none too narrow for wheelchair access. EYFS and KS1 areas are all on the ground floor with interior and exterior door access to all rooms. One of the assembly halls is on the ground floor and is accessible to all. The upper floor and hall are accessible by lift, which has capacity for a large wheelchair and escort if necessary. The lift equipment is inspected and maintained on a regular basis.

On-site car parking for staff and visitors includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. There are three accessible toilet facilities available in the school, two on the ground floor and one on the first floor. All of these are fitted with a handrail and a pull emergency cord which links to an audio and visual alarm at the reception desk which is fully staffed throughout the school day.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users. All outside areas are tarmacked and are accessible to wheelchair users.

All classrooms are fitted with appropriate lighting and interactive whiteboards, font sizes and colours can be amended to meet individual needs. Classrooms may contain other resources where a pupil's need has been identified, e.g. visualisers, speaker systems, portable magnifiers.

All children have opportunities to join age-relevant extra-curricular activities beyond and within the school day. All children are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other adults involved with children who may have special requirements and from health and safety officers.

School makes additional provision for pupils with special educational needs and disabilities to access the curriculum through the SEN Framework.

Action Plan

The three areas considered in the action plan are:

a) Increasing access to the school curriculum

This includes teaching and learning and the wider curriculum of the school including extra-curricular activities, educational visits.

Through self-review and Continuous Professional Development, Montpelier Primary School aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all children. We aim to meet every child's needs within inclusive classes.



Montpelier Primary has set the following overall priorities for increasing curriculum access:

- Early identification and assessment of children's needs and expertise sought to support the children in school from parents and practitioners.
- Staff training on specific learning needs e.g. dyspraxia, autism, mental health including behaviour and attachment.

b) Improving access to the physical environment of the school.

Montpelier Primary maintains an externally-commissioned accessibility audit and report. We take account of the needs of pupils and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of our school.

If not already in place, physical aids to access education will be negotiated once the child's specific and unique needs are known. This provision may also include the allocation of equipment for staff. Previous adaptations made to the school:

- Fully equipped adult disabled toilet and 3 disabled toilets for children
- Accessible lift
- Provision of a disabled parking bay on site
- Purchase of accessible equipment and technology

c) Improving the delivery of written information to disabled pupils

Written information which is normally provided to our pupils will be made available to our disabled pupils in a form which is accessible to them. This may be by use of technology within our ICT structure or by technology purchased to meet an individual's specific need.

Teaching and support staff will always need to be sensitive to presenting materials to children in appropriate formats.

The school makes its accessibility plan available on the school website and in different formats such as large print upon request.

Drafted: April 2017

Ratified:

Next Review Date: April 2018