

Martins Wood Primary School



Accessibility Policy & Plan

Accessibility Policy & Plan

Introduction

This plan has been drawn up in accordance with the planning duty in the Equality Act 2010. The Equality Act legally protects people from discrimination in the workplace and in wider society and was developed to provide a single act of legislation covering all unlawful types of discrimination. The Equality Act requires all schools to promote equality of opportunity for disabled people and to carry out and publish accessibility planning to show how they will meet these duties. This plan must be adequately resourced, implemented and reviewed every three years. This policy and plan draws on guidance from the following publications:

- The Equality Act 2010: guidance which can be found at <https://www.gov.uk/guidance/equality-act-2010-guidance>
- The Equality Act 2010 and schools (DfES May 2014) which can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Definition

Disability is defined by the Equality Act 2010 in following way,

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Under this definition, many conditions including (but not limited to) learning difficulties such as developmental delay, specific learning difficulties such as dyslexia or dyscalculia, hearing or visual impairment are classified as disabilities.

Key Objective

At Martins Wood Primary School we are committed to inclusion and equality for all. To this end our key objective of our accessibility policy and plan is to ensure that we:

Reduce and eliminate barriers to the curriculum and to full ensure full participation in the school community for all pupils and any prospective pupils with a disability.

Principles

Compliance with the Equality Act is consistent with Martins Wood Primary School’s aims and ethos and is in-line with the school’s equal opportunities policy and the operation of our Inclusion Policy.

Martins Wood Primary School recognises it’s duty under the Equality Act

- Not to discriminate against disabled pupils in admissions and exclusions, and in 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 publish an accessibility plan

Martins Wood Primary 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 preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2014 Framework, which underpin the development of a more inclusive curriculum by setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils

Vision

Martins Wood Primary School strives to ensure that all pupils experience a full broad and balanced curriculum alongside a positive primary school experience for all children regardless of any additional need or vulnerability.

Key Areas

Martins Wood Primary School considers its duties to the Act under the following broad headings:

- Participation in the Curriculum
- Physical access facilities and service
- Availability of information

We have developed our Accessibility Plan accordingly. It is the duty of all members of the school community to uphold the ethos of our Accessibility Policy through the implementation of the Accessibility Plan.

Audit of existing provision

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| <p>Curriculum, including extracurricular activities</p> | <ul style="list-style-type: none"> • Robust information gathering on new pupils with SEND, including Early Years pupils to facilitate planning support • Excellent procedures for early identification and support of pupils with send, including Wellcomm screening, early phonological vulnerability identification project, early speech and language vulnerability identification project, early visual stress identification project, • Detailed information on pupils with SEND shared with all staff working with individual pupils • Proactive inclusion of staff in professionals meetings with all services • Comprehensive CPD programme relating to SEND • Termly Pupil Progress Meetings attended by teaching staff, Executive Headteacher, Head of School and SENCo where all children with SEND are considered individually and as a vulnerable group • SEND friendly classrooms and environment • Dyslexia friendly strategies in use across the school and curriculum • Bespoke intervention for pupils with SEND • Differentiated setting groups for English and Maths teaching • Specialised modified resources e.g. buff paper, coloured overlays, adapted chairs, adapted pens/pencils, lap tops for pupils, etc. • Visual impairment supportive resources • TA's to support individual children • Health Manager to support individual children with incontinence including toilet training • Communication in Print • Clicker • Robust systems of risk assessment in place • Clubs developed to promote and ensure engagement of all • Higher staffing ratios to allow pupils with SEND to participate in extracurricular opportunities including residential trips <p><i>The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisors and SEN consultants and of appropriate health professionals from the local NHS Trusts.</i></p> |
| <p>Physical environment</p> | <ul style="list-style-type: none"> • The school site is wheelchair accessible • Disabled toilet in school • Small group classrooms allow for quiet times, small group and 1:1 learning <p><i>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 treatments and colour schemes and more accessible facilities and fittings.</i></p> |

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| <p>Provision of Information</p> | <ul style="list-style-type: none"> • Open door policy • Parent consultation meetings • Personal Learning Plans, Health Care Plans and Intimate Care Plans are working documents shared with parents • Review meetings • Non-teaching SENCo available for meetings • SENCo available to attend child development appointments on request • Meetings with outside professional, parents, SENCo and school staff as required • Transition meetings for new pupils with SEND • Transition projects for children with SEND when changing provision/Key Stage • New pupils with SEND visited by staff in current setting or at home for Early Years pupils • Visits to school with SENCo for prospective pupils with SEND promoted • Information on policies available on website and papercopy on request • Reports to governors on SEND reported on website • Parental requirements of modified resources respected and provided for <p><i>The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.</i></p> |
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Information gathering

When developing our Accessibility Plan Martins Wood Primary School gathers information from a wide range of sources, including:

- The current community population
- The future intake (advanced information from pre-school settings and the LA)
- Audit of the school's strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school
- The school's plans and priorities
- School policies
- The physical environment of the school
- The curriculum
- How information is provided for disabled pupils and their parents
- Outcomes for disabled pupils including end of key stage results and achievements in extra-curricular activities
- The views and aspirations of disabled pupils and their families
- The priorities of the local authority
- Staff awareness of Equalities legislation
- Staff knowledge and skills of needs of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations

Accessibility Plan Spring 2020 – 2023

| | Target | Action | Timescale | Resources | Responsibility | Outcome |
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| Participation in the curriculum | To promote the abilities of pupils with SEND | All pupils registered K and E will have a pen portrait that highlights their strengths and interests and identifies and promotes their particular skills | 2020/2021 academic year and then on-going | Staff meeting time | SENCo Class Teachers | The profile of SEND pupils strengths will be raised and as such opportunities for their personal development will be recognised and acted upon |
| | To further promote inclusion within the PE curriculum by developing more extracurricular, especially competitive events | Pupils with SEND will be actively targeted to join extra-curricular opportunities. SEND pupils will be given opportunities to compete in sporting events | 2020/2021 Working with Sporting Futures to develop Covid-Secure events. And then on-going | PE Coach time | SENCo PE Faculty | All children will have the opportunity to explore n extended range of sporting activities |
| | To ensure that SEND children make excellent progress against their academic starting points | Rigorous and robust pupil progress measures will ensure that children with SEND are identified swiftly and appropriate intervention to safeguard their academic progress are put in place | On-going | Staff time | Class teachers Setting teachers SENCo Senior Leadership Team | All children will make the most of their academic potential, where possible closing the gaps between themselves and their peers |
| Physical environment | To make the school increasingly accessible for | To adapt signage as required | 2020/2021 Academic Year | Braille Tape Staff time | SENCo VI Support Team VI TAs | All signage will be accessible to all. This will promote VI pupils |

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| | visually impaired pupils | | | | | accessing greater areas of the school environment preparing them for the next stage in their education |
| | To develop sensory environments for individual classrooms as required | Create sensory zones individualised to specific pupils with SEND | 2020/2021 Academic Year, then on-going for new pupils | Sensory spaces e.g. tents/dens as appropriate Sensory resources Sensory training for staff | SENCo Class teachers | Children with sensory needs will have spaces to meet these needs within the classroom therefore they will not miss learning opportunities by leaving the classroom |
| Provision of information | To develop the accessibility of information for the whole school community | Provide modified copies of all copies of documents as standard via the school website | 2020/2021 Academic Year and then on-going | Staff time | SENCo Website manager | All members of the school community will be able to access modified resources as standard |
| | To develop a range of accessible methods of sharing SEND information with the school community | Provide video/audio resources explaining SEND specific documents in greater depth | 2020/2021 And then on-going | Staff time Video/audio recording equipment | SENCo Website manager | SEND resources will be available in a wide variety of formats to make them accessible to all whilst promoting the inclusion of SEND within the school community |
| | To refine the recording of pupil and parent input to the Assess, Plan, Do, Review cycle | Create and refine a new proforma for the A,P,D,R cycle that captures more in- | 2020/2021 And then on-going | Staff time | SENCo | Pupils and parents will feel empowered within the A,P,D,R cycle and their |

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| | | depth pupil and parental voice | | | | voices will be clearly heard during assessment processes such as applications for EHCPs, provision panels etc. |
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Accessibility Policy & Plan availability

Martins Wood Primary School will make its Accessibility Policy and Accessibility Plan available in the following ways:

- A copy is held in the school office
- A copy is posted on the school website
- A copy can be emailed or posted on request

Linked Policies

Martins Wood Primary School will use the Accessibility Policy and Accessibility Plan to contribute to the review and revision of related policies including:

- Schools Action Plan
- Staff Development Plan
- Inclusion Policy
- Equal Opportunities Policy
- Curriculum Policies
- Equality & Diversity Policy

Policies can be accessed from the school office and are also available on the school website.