



Meole Brace
C of E Primary School and Nursery

Accessibility Policy and Plan

2018-2021

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1. Vision Statement

This plan was developed to comply with the school's statutory obligations with regard to The Special Educational Needs and Disabilities Act 2001. In the act disability is defined as a 'physical or mental condition which affects the ability to carry out normal day to day activities and is substantial, adverse and long term. This includes physical disability, sensory impairment or learning difficulties. Pupils may have a disability, sensory impairment or learning difficulties. Pupils may have a disability, SEN or both.

As a school we have two key duties to ensure that we do not discriminate against disabled pupils. They are:

- Not to treat disabled pupils less favourably;
- To make reasonable adjustments to avoid putting disabled pupils at a disadvantage.

The aim of the plan is to increase over time the accessibility for disabled pupils. Improved access can be achieved in a planned way and we look to liaise with the LA in order to support us in providing quality of access and opportunities for all our pupils. Many of our improvements will also benefit disabled parents and visitors.

The accessibility plan is in three parts:

Curriculum: To increase the extent to which disabled pupils can participate in the curriculum.

Physical Environment: To improve the physical environment of the school to increase the extent to which pupils can take advantage of education and associated services.

Information: To improve the delivery of written information to disabled pupils taking into account their specific needs.

2. Aims and Objectives

Our aims are:

- To increase access to the curriculum for pupils with a disability;
- To improve and maintain access to the physical environment;
- To improve the delivery of written information to pupils.

Our objectives are outlined in the Action Plan below.

3. Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access at the moment, following the building redevelopment in 2009/2010.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment.

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, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a single storey building with wide corridors and several access points from outside.

On-site car parking for staff and visitors includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the KS1 and the other by the main reception.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Management Team will work closely with the Local Authority and Diocese.

6. Accessibility Plan: September 2018 – September 2021

Curriculum Access						
	Target	Action	People/resources	Timescale	Success Criteria	Monitoring
1.	Ensure all children feel included at break times.	Introduce playground leaders and peer mediators. Relaunch friendship stops – explain the purpose and how children can use them.	SMT PSA	Summer term 2019	All pupils are involved at playtimes	SMT
2.	Teachers and non-teaching staff have necessary training to teach and support pupils.	Analyse training requirements as part of the appraisal process and bring appropriate training events to the attention of staff.	Teaching staff Teaching Assistants	Ongoing	Staff trained in areas such as supporting child with visual impairments,	SMT
3.	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Club leaders and Lighthouse staff	Ongoing	After-school clubs and care provision is accessible for all pupils.	Headteacher
4.	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider the ways in which pupils can communicate their ideas.	All staff Subject Leaders	Ongoing	Curriculum is fully accessible for all pupils.	Headteacher SMT
5.	Children are fully integrated within the classroom	Teaching Assistants are used to support appropriate children on an identified needs basis	Teaching Assistants Teaching staff	Ongoing	Needs of all children are met by appropriate deployment of TAs and Learning Mentors	SENDCo Headteacher

Physical Environment						
	Target	Action	People/resources	Timescale	Success Criteria	Monitoring
1.	Ensure safe access to the building for all pupils during the building work on the two new classrooms.	Provide morning access via the front of the building while the work is undertaken so that any children parents/carers with physical disabilities do not need to go all the way around the building.	Headteacher SMT	Spring and Summer terms 2019	Building easily and safely accessible for all throughout planned building works.	Headteacher Governors
2.	Ensure new classrooms are fully accessible following construction.	Check that plans to take into consideration colour contrasts – particularly on doors – in relation to partially sighted pupils and that flooring and corridors are suitable for wheel chair access.	Headteacher SBM Architect	Spring and Summer terms 2019	New build fully accessible for all.	Headteacher Governors
3.	Ensure the outdoor learning environment at Lighthouse (after school care) is safe and accessible for all, including those with visual impairments.	Review lighting around the demountable building, both on the pathways and outdoor learning environment. Install additional lighting as appropriate.	Headteacher SMT	Spring 2019	Sufficient lighting around the Lighthouse building to enable safe outdoor provision throughout the winter months.	Headteacher Governors
4.	Improve acoustics and noise levels in the halls.	Lower the echo / sound levels in the school halls particularly for those pupils for whom loud noise is an issue by reviewing lunchtime routines and installing acoustic wall tiles.	Headteacher SBM	Spring 2020	Sound levels in the halls minimised.	Headteacher Governors
Management, Co-ordination and Implementation						
	Target	Action	People/resources	Timescale	Success Criteria	Monitoring
1.	Ensure targets are met and actions completed.	Annual review of this document by FGB and priorities highlighted in SDP.	Headteacher Governors	Annually and on-going	Accessability Policy and Plan kept up to date and on target.	Headteacher Governors