



Meole Brace
C of E Primary School
and Nursery

Accessibility Plan

2014-2017

Meole Brace. Primary School Accessibility Plan – 2015 to 2017

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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 defines 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 substantial 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:

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils,**

Our objectives are detailed 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 extra-curricular 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 visitor 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 Leadership Team will work closely with the Local Authority and Diocese.

