



Meole Brace
C of E Primary School and Nursery

Accessibility Policy and Plan

2024-2027

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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 2021 – September 2024

Curriculum Access						
	Target	Action	People/resources	Timescale	Success Criteria	Monitoring
1.	Ensure all children feel included at break times.	Invest in more tabletop activities/games for wheelchair users to use with other children at accessible picnic tables. Maintain areas of artificial turf on all three playgrounds for ease of use for wheelchair users – monitor for damage. Continue to train 'Wellbeing Warriors' (playground monitors) on a two weekly rota to engage all children.	Headteacher SLT SBM Governors PSA	Autumn term 2024 - Spring term 2025	All pupils are involved at playtimes	Headteacher SBM SLT
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,	SLT
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. Make physical adaptations as required.	Club leaders and Lighthouse staff	Ongoing	After-school clubs and care provision is accessible for all pupils.	Headteacher
4.	Continue 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.	All staff Subject Leaders	Ongoing	Curriculum is fully accessible for all pupils.	Headteacher SLT

		Pupil voice for contributions.				
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.	Replace decking and ramps outside Key Stage 1 and Year 3 classrooms.	Headteacher SLT	Autumn term 2024	Building easily and safely accessible for all.	Headteacher SBM Governors
2.	Maintain wheelchair access across the site for all weathers.	Monitor areas of artificial turf areas on each playground to enable continued full wheelchair access.	Headteacher SBM Governors	Annually and on-going	All play spaces wheelchair friendly in all weathers.	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 SLT	Autumn 2024	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 Governors	Autumn 2024 – review/revise lunch routine Summer 2025 – install tiles	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	Accessibility Policy and Plan kept up to date and on target.	Headteacher Governors