



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Accessibility Policy and Plan

Date of Policy: January 2024

Member of Staff responsible: L Gerver

Review date: February 2027

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



Accessibility Policy

STATEMENT OF INTENT

We, at Mickleover Primary School, put the important values of care, tolerance and respect for every child at the centre of our teaching. We, as a staff, recognise that every child is special, each with his or her own educational, physical, emotional, behavioural and social needs. We aim to foster a happy family environment where children feel accepted and are comfortable and relaxed enough to express their feelings and to reach their academic potential.

At Mickleover Primary School, we are committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan, further on in this document.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DEFINITIONS

A person is defined as having 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.

THE AIMS OF THE SCHOOL

- to increase access to the curriculum for pupils with a disability
- to improve and maintain access to the school's physical environment
- to improve written information for disabled pupils.



- to make reasonable adjustments to avoid putting pupils with a disability at a substantial disadvantage.

At MPS we consider the requirements of current and future pupils with a disability. This means that we make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

In deciding whether a step is reasonable, we will take into account the needs to maintain:

- academic standards
- available resources
- the practicalities of making particular adjustments
- the health and safety of the disabled pupil and others and the interest of others

Our objectives are detailed in the Action Plan below. However the Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- Anti-bullying Policy
- Behaviour Policy
- SEND Policy
- SEND information report
- SEND local offer
- Disability Equality Scheme
- Equality Statement
- PSHE Policy
- Intimate Care Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

We aim to ask about medical and additional needs, as well as any concerns parents may have in early communication with new parents and carers.

ACCESS TO THE CURRICULUM

MPS is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. We aim to provide a adapted curriculum to enable all pupils to feel secure and make progress.

The class teacher and SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adapted for the pupil wherever necessary in line with their EHC plan.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that



all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

We ensure that specialist resources are available and appropriately used for pupils who require them to access the curriculum.

At MPS we are able to access or buy:

- expert advice from the Educational Psychology Service
- the provision of technological aids and adaptation to facilities and learning
- specialist training for the needs of individual pupils
- training, as necessary, from various providers including Educational Psychology Service

PHYSICAL ENVIRONMENT

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There is only one classroom with limited access; all other areas of school are fully accessible with ramps and railings. There are two disabled people's toilets, both with an emergency pull cord and easy to use taps.

EQUAL OPPORTUNITIES

At MPS, we strive to ensure that all existing and potential pupils are given the same opportunities, and we are committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extra-curricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

INFORMATION

Information about the school is generally in a written format. This can be provided in larger print upon request or a member of staff will go through the information with a parent/carer on a one-to-one basis. Information can also be accessed through the school website.

Accessibility Plan



2024-2027

Curriculum Access				
Target	Strategies	Timescale	Responsibility	Success criteria
To comply with the Equality Act 2010	<ul style="list-style-type: none"> Review statutory policies to ensure that they reflect inclusive practice and procedure. 	Policy review timetable	HT SENDCo EYFS Leader Curriculum leaders	<ul style="list-style-type: none"> Procedures, resources/equipment and strategies in place Parents are kept informed of any provision and consulted
To identify pupils who may need additional provision to ensure smooth transition, either internally or to another school	<ul style="list-style-type: none"> Liaise with pre-school providers to review potential intake for September 2024, 2025 and 2026. Liaise with pre-school SENDCos to ensure clear transfer of records/ information Any changes in pupil's needs identified within SENDCo termly PPs/EHCPs to reflect any further needs identified Meeting arranged with parents – information sharing/needs of any child new to the school with an EHCP Use of the transition portal & information sharing afternoon, for transfer to secondary school 	Summer Term for transition and Autumn Term follow-up each September	HT SENDCo EYFS Leader	<ul style="list-style-type: none"> Procedures, resources/equipment and strategies in place Parents are kept informed of provision and consulted Successful transition to new year group / new school



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<p>To ensure all staff are fully aware of the needs of all pupils who have EHCP/SEND support</p>	<ul style="list-style-type: none"> • Transition meetings in the summer term • Timely transfer of records • SEND folders up-dated and to include all relevant documents/info ready for the next academic year. • Create an up-date provision maps showing the overview for each year group and individual pupil's needs 	<p>July each year On-going meetings SENDCo</p>	<p>SENDCo All staff</p>	<ul style="list-style-type: none"> • All staff are clear about their responsibilities in meeting pupils' needs • Personal learning needs identified and on provision maps and/or PPs where needed
<p>To access outside agency support/advice and on-going support for pupils with health needs. To improve access to the curriculum through the use of specialised equipment and resources following advice and support from the outside agencies.</p>	<ul style="list-style-type: none"> • Referral/consult to specialist support teachers (STePs) , Psychology Services, Health Team, SALT etc. for additional support and advice where needed • Consult regularly with parents for information sharing and discussion on targets/needs • OT/Physio and SALT programmes identified on provision maps and staff training taken place to deliver any specialised interventions / use of equipment 	<p>On-going up-dates and regular input throughout the year from outside agencies Termly meetings SENDCo and EP/SALT/STePs</p>	<p>SENDCo All staff working with pupils with additional needs Specialist teachers and Psychology Services</p>	<ul style="list-style-type: none"> • Pupils' needs being met • Advice, strategies and targets given by outside agency support taken on board and making a difference to pupils and school in ensuring needs are met • Staff feeling supported in meeting the needs of all pupils • Range of equipment integrated into practice • Parents feeling confident about the provision
<p>To review the attainment of pupils with SEND regularly through whole school tracking systems</p>	<ul style="list-style-type: none"> • Attainment of SEND children over the year to be analysed termly and through PP meetings • PPs to reflect needs of pupils based on progress made (SMART targets) • 	<p>Termly PP meetings Annual EHCP review SENDCo and teacher On-going</p>	<p>HT SENDCo</p>	<ul style="list-style-type: none"> • Analysis shows that expected progress from starting point has been made by all pupils NB this will reflect the SMART. • Progress towards the PP targets has been achieved. • Provision has been reviewed and amended based on needs of pupils



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<p>To ensure parents are fully involved in the provision plan (PP) process and understand how to support their child at home. To ensure that pupils are involved in the PP/EHCP plans and meetings (where appropriate)</p>	<ul style="list-style-type: none"> • Minimum of 1 x termly meetings for PP reviews/discussion on progress • Discussion on targets and parent views considered • Targets and points to work on at home to be clearly identified on PP for parents to work on • Introduce 'Parent Drop-in' sessions, coffee mornings; invite professionals to each morning. 	<p>1 x termly minimum with class teacher</p> <p>SENDCo to arrange drop-in sessions</p>	<p>Class teacher SENDCo Parents</p>	<ul style="list-style-type: none"> • PPs reviewed with parents and new targets shared • Parents understand targets and know how to support their child with at least one of the targets • All parents aware of the SEN needs of their child • Evidence/tracking of meetings held with parents completed by teachers and used to monitor parent views and feedback
<p>To attend relevant LA meetings to ensure up to date</p>	<ul style="list-style-type: none"> • Attend training • Disseminate to staff/SLT where appropriate • Involve parents where appropriate 	<p>On-going</p>	<p>HT/SLT SENDCo Governing Body</p>	<ul style="list-style-type: none"> • Course/meetings attended and disseminated to SLT • Governing Body kept up-to-date with any changes
<p>To audit, and where necessary, improve/purchase quality resources and specialised equipment. To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/meeting pupils' needs.</p>	<ul style="list-style-type: none"> • Budget request completed and budget allocated • Audit of resources and training needs • Up-date and invest in any new resources which offer greater access to the curriculum for identified children across the school • Staff training identified – internally and externally • 	<p>Autumn Term Review – on-going basis</p>	<p>HT SENDCo All staff</p>	<p>Access to the curriculum improved through the use of good quality resources, interventions and adaptations</p>
<p>To review BASIC provision and develop/ensure accessibility for all pupils.</p>	<ul style="list-style-type: none"> • Monitor pupils • Meet with club manager • Ensure accessibility and improve where possible 	<p>HT Club Leaders Curriculum Leaders SENDCo</p>	<p>Out of hours provision to be accessible to all pupils</p>	<p>To review out of hours provision and develop/ensure accessibility for all pupils.</p>



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To evaluate and review procedures in place in ensuring participation of disabled pupils.	<ul style="list-style-type: none"> Evaluate and review the short and medium term targets and set new targets Produce new plan based on needs of the school/pupils 	Annually	HT/SLT/SENDCo Governing Body Curriculum Leaders Pupils/parents	<ul style="list-style-type: none"> Increased access for disabled pupils Pupils feeling successful at school Quality interventions and resources in place
To develop understanding and the use of sensory dysregulation and processing activities.	<ul style="list-style-type: none"> Allocate a proportion of the budget over the course of three years for sensory activities and equipment 	Annually	SENDCo/Inclusion Manager	<ul style="list-style-type: none"> Movement breaks being used by pupils identified as needing additional sensory support Movement breaks having a positive effect on pupils Sensory needs being met within classroom structures
To continue to audit, review and develop staff expertise based on the needs of the school.	<ul style="list-style-type: none"> Identify training needs Seek out appropriate training (internally/externally) and prioritise who, what, when etc. 	Annually	HT/Senior Leaders SENDCo	Long term training needs identified and prioritised

Physical Access				
Target	Strategies	Timescale	Responsibility	Success criteria
To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils.	<p>Indoor</p> <ul style="list-style-type: none"> Identify needs of new in-take and make reasonable adjustments to the physical environment Assess needs of pupil and plan for smooth transition Plan classrooms accordingly Involve STePs Teams to support with transition and any specialist equipment Maintain good working order of all disabled toilets and facilities <p>Outdoor</p> <ul style="list-style-type: none"> Maintain good up-keep of all areas to allow easy access 	Summer 2024 Summer 2025 Summer 2026 On-going for new pupils	HT SBM Governors Facility manager SENDCo All staff	<ul style="list-style-type: none"> The environment is suitable for disabled children entering school Classroom environment is accessible and meeting the needs of pupils wherever possible Toileting and changing areas are appropriately maintained



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	<ul style="list-style-type: none"> Pupil questionnaire - Seek pupil views through School Council on improving play areas Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes 			
To ensure risk assessments are in place for identified pupils.	<ul style="list-style-type: none"> Up-date Risk Assessments for all pupils and share with staff Monitor risk assessments and adapt if needed to meet children’s needs 	Annual and regular checks to ensure they’re still accurate	HT SENDCo Governing Body	<ul style="list-style-type: none"> All staff aware of risks and pupils safely accessing the curriculum and school grounds Risk Assessments are understood and followed by all members of staff
To ensure classroom environments meet the needs of pupils.	<ul style="list-style-type: none"> Environment monitoring to take place on a regular basis. Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions, mini observations etc. Needs of the child to be carefully thought through and classrooms adapted accordingly Seek views of children 	On-going	HT SBM Health and Safety Governor Facilities manager SENDCO	<ul style="list-style-type: none"> Classrooms are productive and wherever possible meet the needs of all pupils Work stations/seating is being used most effectively
To continue to develop the playground facilities for all children. To ensure path ways are appropriate for wheelchair access.	<ul style="list-style-type: none"> Look for funding opportunities Involve the School Council Regular checks and maintenance Site manager to report any problems 	on-going	HT SBM Health and Safety Governor	<ul style="list-style-type: none"> Inclusive child-friendly play areas. Wheelchair access maintained around the school grounds

Access to information				
Target	Strategies	Timescale	Responsibilities	Success criteria
To up-date records to ensure school is fully	<ul style="list-style-type: none"> Office staff aware of parents’ needs as notified and adapt material on request 	Annually	HT EYFS leader SENDCo	<ul style="list-style-type: none"> All staff aware of the needs of the school Records up-to-date



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aware of any disabled children/parents and their needs.	<ul style="list-style-type: none"> The school will make itself aware of the services available for converting written information into alternative formats Care Plans kept up-to-date – access to all and kept in the same place Up-date Medical forms regularly Up-date SEND forms in line with guidance 		SBM Office staff All staff	<ul style="list-style-type: none"> The school will be able to provide written information in different formats.
To ensure disabled parking is marked and available for disabled staff and disabled pupils/parents only.	<ul style="list-style-type: none"> Facilities manager and office staff to ensure correct use of the disabled parking space 	On-going	HT Governing Body	<ul style="list-style-type: none"> Parking fully accessible to meet the needs of pupils and parents
To ensure that the school environment offers further information to pupils and visitors.	<ul style="list-style-type: none"> Photographs of all staff on display board with names Classrooms labelled Displays offer visual and written support/adapted where needed Photographs/images for visual support on display 	On-going	HT SBM Office staff Facilities manager	<ul style="list-style-type: none"> Visual and written environment offers support and is consistent around the school
To continue to up-date and improve the school website to ensure information is fully accessible.	<ul style="list-style-type: none"> Website developed and improved over time Checklist completed for all relevant information that needs to be on the website Ensure parents are fully aware of the information available on the website 	Autumn 2023, 2024, 2025. On-going	HT SLT ICT Team All staff	<ul style="list-style-type: none"> Website up-dated and all relevant information available and up-dated regularly Easy to access website Website used by parents to access information
To continue to meet any specific future needs of pupils/families within school.	<ul style="list-style-type: none"> Assess needs and plan accordingly Identify any specialised support needed and seek advice Add to provision maps/risk assessments etc. Staff awareness and training where needed 	on-going	approach Whole school	Needs of pupils met where ever possible

