



**Mercenfeld
Primary
School**

ACCESSIBILITY PLAN

Date.

November 2020

Date for review:

November 2023

Introduction

Since 2005 all public authorities have a duty to promote disability equality; this includes schools and local authorities. At Mercenfeld Primary School we have a general duty to:

- Promote equality of opportunity between disabled people and those who are not disabled • Eliminate discrimination
- Eliminate harassment related to disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than non-disabled people

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school sets out a plan, reviewed each year, to show how it will address the priorities identified in the plan.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

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.

Aims

We aim to:

- provide full access to facilities and learning
- enable full participation in all aspects of school life for children, staff, parents and visitors with disabilities

We will do this by:

- reducing and eliminating barriers to access of the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in approach to obstacles and seeking expert advice if needed

Accessibility Audit and actions

Policy	Evidence	Action
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	<ul style="list-style-type: none"> • INSET records – school and individuals • Training by Specialist Teaching Services for Teaching & Support Staff • Specialist Assessments- reading, writing, maths, understanding of Vocabulary. • Interventions for groups and individuals to support specific needs e.g.: dyslexia, listening programme, primary movement • Regular assessments by Speech and Language Therapist – work to her plans • Written reports from external agencies 	Continue to train staff to meet needs of individuals
Pupils with emotional, social and behavioural difficulties are supported in school	<ul style="list-style-type: none"> • EP assessments • LSA support for individuals • Individual records • Behaviour plans • The Beehive nurture provision. • Liaison between parents/carers and school 	Ensure training opportunities available to meet needs of individuals
Classrooms are optimally organised for those with disability	<ul style="list-style-type: none"> • Space is utilised to facilitate group and individual learning space • Dyslexia Friendly Classrooms • Practical resources to be accessible to pupils e.g.: numicom, writing grids, number lines etc. • Individual resources prepared in advance for pupil with significant needs 	Utilise outdoor area whenever possible
Work is differentiated and staff have high expectations of all	<ul style="list-style-type: none"> • Lesson observations • Monitoring of planning • Challenging targets set for all groups of pupils • Reviews • Provision maps. • Governor monitoring visits 	Continuous
Children work in different ways – all learning styles catered for	<ul style="list-style-type: none"> • Lesson Observations, Pupils voice. • Monitoring of planning 	Continuous
All pupils are encouraged to take part in music, drama and physical activities	<ul style="list-style-type: none"> • Inclusion at extra –curricular clubs, visits and performances 	Continuous

Staff recognise and plan for additional time and effort needed by some pupils - slow processing/writing speed, dyslexia, dyspraxia, dyscalculia, vision impairment	<ul style="list-style-type: none"> • Staff aware of needs – support plans, staff meetings , pupil progress meetings, staff involvement at multidisciplinary meetings 	<p>SENCo work with and liaise with teaching and support staff</p> <p>Relevant publications and training highlighted</p>
Adults and children listened to and needs addressed	<ul style="list-style-type: none"> • Surveys • Questionnaires • Survey follow up • Parents Forum • School Council 	Act on feedback from all stakeholders

Policy	Evidence	Action
The layout of areas around school allows access to most.	<ul style="list-style-type: none"> • Only the current Y2 mobile isn't accessible wheelchairs • All entrances are wide enough to accommodate wheelchairs 	Class bases can be moved if they needed arises
Furniture and equipment selected and appropriate	<ul style="list-style-type: none"> • Tables and chairs appropriate size • Wedges, audio recorders, coloured overlays, triangular grips, IT etc to support individuals 	Continue to access resources from specialist services as required.
Disabled toilet and changing facilities adequate	<ul style="list-style-type: none"> • Disabled toilets available in the Year 2 mobile classroom and plans for a disabled toilet in the main reception area in the next year. 	School does not have rest room or access to showering facilities. The school will consider the disability of any child, parent or carer as and when required and will try to make suitable arrangements accordingly.
All information presented in user-friendly way Can ask for alternatives	<ul style="list-style-type: none"> • Open door policy – regular contact with parents • Office support completing forms • Feedback on parent survey • Curriculum information/newsletter/website 	Provide additional support for children without the home support.
To facilitate transition arranges for pupils	<ul style="list-style-type: none"> • Arrange transfer reviews for pupils with statements and EHCP • Liaise with pre-school, early year specialists and high schools in order to support transition • Arrange and accompany pupils on additional visits to next/new educational setting 	Autumn term meetings prior to transfer.

