

# Mawsley C.P School



## ACCESSIBILITY PLAN

|                                  |                               |
|----------------------------------|-------------------------------|
| Policy Ownership                 | Governing Board               |
| Statutory Requirement            | Yes                           |
| Date reviewed by Governing Board | 14 <sup>th</sup> October 2024 |
| On School Website                | Yes                           |
| Formal Review                    | Term 3 2026-27                |

## Mawsley Community Primary School Accessibility Plan SUMMARY



This Accessibility Plan covers the period October 2024 – July 2028 and has been drawn up in Consultation with staff and governors of the school. As feedback on the Plan is received from pupils (via the pupil parliament), parents (response to surveys) or other interested parties (via website) it will be updated as appropriate as part of the review process.

This Plan incorporates three Actions Plans (one for each of the key aspects of accessibility) which are based on audits of current provisions.

It must be noted that there are financial and operational implications of many of the actions within the attached Action Plans and it may not be possible to achieve all of the proposed actions within any particular year or within the term of this Plan.

## Introduction

The Equality Act 2010 requires Mawsley CP School to produce and implement an accessibility plan. An accessibility plan is a plan for, over a prescribed period:

- (i) **increasing the extent to which disabled pupils can participate in the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- (ii) **improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.** This covers improvements to the physical environment of the school and physical aids to access education.
- (iii) **improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Our school aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

A person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

In preparing an accessibility plan, the School must have regard to the need to allocate adequate resources for implementing the plan. Our Plan is referred to in our SEND policy and our Equality policy and should be read in conjunction with those policies.

## **Plan Review**

The Plan will be redrawn every three years with the relevant audits being revisited prior to the end of each three-year period in order to inform the development of the new Plan for the following period.

An interim review of the Plan may be undertaken where appropriate to take into account feedback received or to incorporate new legislation/regulation. Action Plans are reviewed annually and adjusted where appropriate.

## **Plan Monitoring**

Adoption of the plan and progress in the implementation of the action plans will be monitored by the Governing Board annually.

## **Plan Distribution and Access**

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school.

In order to encourage constructive comment, the Plan will be published on the school's website and brought to the attention of staff, pupils and parents/carers via the school's newsletter in the first term of each academic year.

This plan will also be made available to any member of staff or applicant for a post at the school who requests it. This plan will be shared with all staff and will inform relevant aspects of the school's development plan. Some items will therefore roll forward into subsequent Plans.

This plan will be made available to Ofsted upon request.

## Improving Curriculum Access

| Target  | Strategy   | Outcome to be achieved  | Timeframe                                    | Lead Staff members                         | Progress RAG rated  |
|---|--|---|--|--|---------------------|
| Increase confidence of all staff in differentiating the curriculum.         | Be aware of staff training needs on curriculum access.                                   | Raised staff confidence in strategies for differentiation and increased pupil participation.            | On going and as required                     | <i>Headteacher<br/>SENCo and SEND Team</i> | October 24<br>Amber |
| Ensure classroom support staff have specific training on disability issues. | Be aware of staff training needs.<br><br>Organise appropriate training.                  | Raised confidence in support staff.<br>Staff are skilled and can meet the needs of all pupils.          | As required.                                 | <i>Headteacher<br/>SENCo</i>               | October 24<br>Amber |
| Target  | Strategy   | Outcome to be achieved  | Timeframe                                    | Lead Staff members                         | Progress RAG rated  |
| Ensure all disabled pupils can be safely evacuated.                         | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. | All disabled pupils and adults working alongside are safe in the event of a fire or lockdown situation. | Each September or as pupils join the school. | Senco alongside all staff                  | October<br>Amber    |
| Target  | Strategy   | Outcome to be achieved  | Timeframe                                    | Lead Staff members                         | Progress RAG rated  |

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|---|--|--|----------|---|---------------------|
| Curriculum progress is tracked for all pupils, including those with a disability. | All pupils will be assessed and if necessary assessments will be adjusted to enable disabled pupils to participate.  | All children will access curriculum based assessments and progress will be tracked to ensure progression.  | Termly   | Senco alongside all staff                                 | October 24<br>Amber |
| The curriculum is reviewed to ensure it meets the needs of all pupils.            | Annually the whole school curriculum will be reviewed by the Curriculum team and or subject leaders taking into account the range of disabilities within our current and prospective pupil body. | Our curriculum will be reflective of the needs of all of our learners and ensure that all of our learners including our disabled learners can achieve.<br><br>Curriculum offer is relevant and meaningful. | Annually | Head teacher/Curriculum Lead<br><br>Curriculum Team Leads | October 24<br>Amber |

### Improve and Maintain access to Physical Environment

| Target  | Strategy  | Outcome to be achieved  | Timeframe | Lead Staff members   | Progress RAG rated  |
|---|---|---|-----------|----------------------|---------------------|
| To improve and maintain access to the physical environment. | <p>Research sensory approaches to best support pupils at Mawsley school. Re-develop sensory areas to better suit the needs of pupils.</p> <p>Include symbols on in school signage.</p> <p>Train staff so they can understand and make effective use of space.</p> | Sensory spaces that support pupils' ability to self-regulate enabling them to better access the curriculum. | July 2026 | Headteacher<br>SENCo | October 24<br>Amber |

### Improving the Delivery of Written Information

| Target  | Strategy  | Outcome to be achieved  | Timeframe   | Lead Staff members                   | Progress RAG rated  |
|---|---|---|---|--------------------------------------|---------------------|
| Make available school brochures, school newsletters and other information for parents in alternative formats. | <p>Ensure website is fully compliant with requirement for access by persons with visual impairment.</p> <p>School office will support and help parents to access information and complete school forms.</p> | All parents receive information in a form that they can access. | <p>Ongoing support</p> <p>Ongoing work on website</p> | Office Team<br>Family Support Worker | October 24<br>Amber |

|  |   |   |  |                              |                             |
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| <p>Languages other than English to be visible in school.</p> | <p>Some welcome signs to be multi-lingual.</p>  | <p>Confidence of parents to access their child's education. All parents to feel a sense of welcoming.</p>   | <p>Ongoing, reviewed annually to reflect languages represented in school</p> | <p>World Around Us Team</p>  | <p>October 24<br/>Red</p>   |
| <p>Improve access to communication</p>                       | <p>Audit communication systems across school.</p> <p>Develop a range of communication tools for pupils.</p> <p>Train staff on range of communication tools available and how to effectively implement them.</p> | <p>Range of communication strategies identified and implemented across school.</p> <p>Staff confident in implementing different communication systems, can be seen modelling and using across school.</p> | <p>July 2026</p>   | <p>Headteacher<br/>SENCo</p> | <p>October 24<br/>Amber</p> |