

# Mawsley C.P School



## ACCESSIBILITY PLAN

Policy Ownership	Governing Board
Statutory Requirement	Yes
Date reviewed by committee	8 <sup>th</sup> March 2021
On School Website	Yes
Formal Review	Term 3 2023-24



## **Mawsley Community Primary School Accessibility Plan**

### **SUMMARY**

This Accessibility Plan covers the period January 2021 – July 2024 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.

EXTERNAL ENVIRONMENT

Access Report Ref:	Item/Description	Finding	Recommendation	Recommended Timescale
1	Accessible car parking-Available and signed in accordance with Part M standards.	Designated disabled parking spaces located in school car park.	N/A	N/A
2	Access Routes clearly signed with disabled people in mind.	Not applicable to size of external environment.	N/A	N/A
3	Pedestrian access-sloped pavement access into school grounds and playground.	All areas are essentially on level ground and accessed by suitable wide paths and gates.	N/A	N/A
4	External Play and Sports facilities to allow access by and be useable by all pupils.	Same as above.	N/A	N/A

RECEPTION/MAIN ACCESS

Access Report Ref:	Item/Description	Finding	Recommendation	Recommended Timescale
5	Access-main access point to be accessible to wheelchair users	Access is on level ground with dropped curbing and automatic operating doors.	N/A	N/A
6	Entry Communication system to assist visitors to call for assistance	Access is obtained by request pad at suitable wheelchair height and monitored by CCTV.	N/A	N/A
7	Reception Desk to have counter heights and standard height and wheelchair access height (800mm) and counter to allow facilities knee-space under	Desk set at standard height and counter space insufficient for wheel chair users.	Consideration to be given to redesign desk under counter space increased.	To be considered by Governing Board when deemed necessary.

GENERAL CIRCULATION

Access Report Ref:	Item/Description	Finding	Recommendation	Recommended Timescale
	Wheelchair users to be able to access all areas without experiencing barriers such as:-			
8	Stairs	None to main areas	N/A	N/A
9	Steps	None to main areas	N/A	N/A
10	Reduced Width Doorways	All doorways of suitable width	N/A	N/A
11	Handrails are installed in appropriate places- colour- contrasted to both sides of staircases.	N/A	N/A	N/A
12	Step edges are painted in bright colours and non-slip.	N/A	N/A	N/A



SANITARY FACILITIES

Access Report Ref:	Item/Description	Finding	Recommendation	Recommended Timescale
13	Accessible W.C.s provided to suit number of disabled occupants and located so as to avoid long journeys by disabled occupants to visit facilities.	Compliant disabled W.C. provided.	N/A	N/A
14	Adapted wash basins to be provided at wheelchair height with space under for wheelchair to allow user to get to wash basin.	Yes	N/A	N/A
15	Accessible Shower facilities to be provided.	Provided	N/A	N/A
COMMUNICATION FACILITIES				
16	Induction loops to be provided at Reception and elsewhere as necessary.	No induction loop in reception-some provision in music room and hall.	Review of provision	To be considered by Full Governing Board at next appropriate meeting.
17	Light switches, power outlets and emergency alarm buttons to be at wheelchair accessible height.	Yes	N/A	N/A

EMERGENCY FACILITIES

Access Report Ref:	Item/Description	Finding	Recommendation	Recommended Timescale
18	Emergency exit routes to be easily accessible by disabled people.	All exit routes on level ground	N/A	N/A
19	Emergency Alarm systems to be suitable for all pupils (including SEN)-possibly including visual and audible components	Yes	N/A	N/A
ACOUSTICS				
20	Background noise reduction for hearing impaired pupils. <ul style="list-style-type: none"> <li>• Acoustic treatments</li> <li>• Control of noise generating sources.</li> </ul>	No record of this having been a problem	Review during Health & Safety tour	On going
SPECIAL LEARNING EQUIPMENT AND FURNITURE				
21	Suitable Furniture, enhanced IT systems etc. to be available to meet the needs of disabled pupils to enable all pupils to carry out all activities.	When a pupil has an individual Educational Plan the needs are identified and suitable provision made.	Review as part of IEP's	On going

FINISHES

Access Report Ref:	Item/Description	Finding	Recommendation	Recommended Timescale
22	Consideration of whether décor/signage could be considered confusing or disorientating to pupils with visual impairment, autism or epilepsy.	Increased font size to be used if required.	Review all on going bases.	Ongoing
SPATIAL PLANNING				
23	All internal spaces (including teaching, sport, social facilities and hall to have size/layout to allow access by all pupils.	Yes	N/A	N/A
24	Library shelves at accessible wheelchair height.	Yes	N/A	N/A
LIGHTING				
25	All pupil accessible areas to have appropriate lighting. Areas to be well lit without distracting glare and flicker.	Yes	N/A	N/A
26	Consideration given to any special requirement for enhanced task lighting.	Consideration given if required.	Review all on going bases.	Ongoing

GENERAL				
27	Advice sought from disabled users and others on disabled access.	Sought if considered appropriate.	Comments on access by disabled users welcome.	Ongoing
28	Improve the delivery of information to pupils/parents with a disability	<p>Where needed pupils/parents may be supported to access information by use of</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	Review all on going bases.	Ongoing

## 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>Senco and Assistant Senco</i>	<i>Jan 2021 Amber</i>
Ensure classroom support staff have specific training on disability issues.	Be aware of staff training needs.  Organise appropriate training.	Raised confidence in support staff.	As required.	Senco and Assistant Senco	<i>Jan 2021 Green</i>
Review PE curriculum to ensure PE accessible to all.	Inclusive PE training to be kept up to date for teachers.  Range of disability friendly PE equipment is used frequently in PE lessons and all children are taught how to play inclusive games e.g. Botcha/Curling.	All pupils to have access to PE and be able to excel.	As required, as training is received on new inclusive sport.	PE team	Jan 2021 Green

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	Jan 2021 Green
Our school offers a differentiated curriculum for all pupils.	Individual needs of all learners are considered for all subjects and adjustments made to ensure all children access our curriculum.	All disabled pupils are given the opportunity to access all lessons at an accessible level.	Review points for IEP/EHCP's.	Senco alongside all staff	Jan 2021 Green
We use resources tailored to the needs of pupils who require support to access the curriculum.	Some specific resources are used as part of everyday teaching to access lessons.	All disabled pupils are able to have access to resources needed to enable them to access the curriculum.	As required	Senco alongside all staff	Jan 2021 Green
Curriculum resources include examples of people with disabilities.	Disability visibility is increased using strategies such as PE Power Up's, specifically selected literature, carefully selected schemes of work such as Power Maths.	All children within our community feel they and their families are represented. Peers and staff are supportive and accepting of the needs of disabled pupils.	Termly in a variety of lessons	PSHE lead alongside all staff	Jan 2021 Green

Target	Strategy	Outcome to be achieved	Timeframe	Lead Staff members	Progress RAG rated
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	Jan 2021 Green
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.	Annually	Head teacher	Jan 2021 Green

## 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.	Ensure website is fully compliant with requirement for access by persons with visual impairment. School office will support and help parents to access information and complete school forms.	All parents receive information in a form that they can access.	Ongoing support  Ongoing work on website	Office Team Family Support Worker	Jan 2021 Green
To improve access to written information for pupils with visual difficulties.	Provide suitably enlarged, clear print for pupils with a visual impairment. Audit the school library to ensure the availability of large font and easy read texts.	Improved access for children with a visual difficulty.	By September 2022	English Lead and Senco	Jan 2021 Amber
Languages other than English to be visible in school.	Some welcome signs to be multi-lingual.	Confidence of parents to access their child's education. All parents to feel a sense of welcoming.	By September 2022	Languages Coordinator	Jan 2021 Amber