



MIDDLETON PARISH CHURCH SCHOOL

Accessibility Policy

'Excellence, Truth & Grace'

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the **curriculum**.
- Improve **the physical environment** of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the **availability of accessible information** to disabled pupils.

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

Middleton Parish Church School understands the principles of the act and work needed to ensure that those with protected characteristics are not discriminated against and are given the equality of opportunity. Protected characteristics refer to aspects of a person's identity. Treating someone less favourably because they have one or more of the protected characteristics would be unlawful.

A protected characteristic under the act covers the groups listed below:

- Age
- Disability
- Race, colour, nationality, ethnic or national origin.
- Sex (including transgender)
- Maternity and pregnancy
- Religion and belief
- Sexual orientation and
- Marriage and civil partnership.

The act also protects you if you are treated unfairly because of a friend or family member who has a protected characteristic. This is called discrimination by association.

Middleton Parish Church School aims to fulfil everyone's potential in a friendly, caring Christian environment where all are valued. We have very high expectations for our children and have a dedicated staff team who are committed to providing an exciting environment in which all children can learn and fulfil their potential.

Our core values echo the expectations of our school community, with *'Excellence, Truth and Grace'* at the heart of everything that we do. We recognise that our children are made in the image of God and possess unique gifts and qualities and our approach focuses on celebrating the successes and achievements of all our children.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or reasonable adjustments to premises.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information statement for publication
- Special educational needs (SEN) information report
- Anti-Bullying policy
- Safeguarding and Child Protection Policies

Record of Monitoring and Review of this Policy

The plan will be monitored by governors

The plan will be monitored by OFSTED as part of their inspection process.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Review Process

- There are very few parts of the school to which disabled pupils have limited or no access. The use of the school delegated capital funding is to be reviewed in January 2022 and school will make minor adjustments to improve access and support the needs of its current community.
- There is access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessments where required.

- The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

This policy was written on 18th September 2020

This policy will be formally reviewed with all stakeholders at least every three years.

Head teacher: Jackie Cooke

Special Educational Needs Co-ordinator: Victoria Duncan

Chair of Governors: Alison Bailie

SEN and Safeguarding Governor: Adele Bridal

Designated Teacher for Looked After Children: Claire Rose

Designated Child Protection and Safeguarding Lead: Helen Majerski

Middleton Parish Church School Accessibility Plan 2020

Access to the Curriculum					
Priority	Responsibility	Strategy/Action	Resources	Time	Success Criteria
Develop inclusive, quality first teaching	All teaching staff and SENCo	-Provision map provides information for teachers and support staff on differentiating and personalising the curriculum for pupils with additional needs -Pupil progress meetings provide opportunity for staff to discuss individual needs and actions	-Whole school provision map -Pupil Progress Meetings -Staff Meetings	In place and ongoing	<ul style="list-style-type: none"> • Increased access to the curriculum • Needs of all learners met with reasonable adjustments
Appropriate use of specialised equipment to benefit individual pupils and staff	All teaching staff, SENCo and external agencies	-Wave 3 provision map provides teachers with information pertaining to the support of different needs -External agency referrals, observation and reports will provide expertise guidance on adapting the classroom environment -Reasonable adjustments in the classroom have been made - Commit to provide appropriate resources to meet staff and pupils' needs - Environment Policy supports learning and represents a diverse and inclusive school community where all are equal.	-Provision Map -External Agencies -Learning Environment Policy -Specialist Equipment -SEND triage meetings -Pupil Passports -TA Appraisal Meetings -EHCPs	In place and ongoing	<ul style="list-style-type: none"> • Increased access to the curriculum • Needs of all learners met with reasonable adjustments

Access to the Curriculum					
Priority	Responsibility	Strategy/Action	Resources	Time	Success Criteria
Parent and Pupil Voice	All staff	-Pupil Passport Reviews, at least termly -Parents' Evenings -Parent View -Pastoral Support	-Parent reply slip for reports -Parents voice on Pupil Passport -Link to Parent View on school website -Pastoral team	In place and ongoing	<ul style="list-style-type: none"> • Feedback form future provision and priorities • Pupil performance and progress improves
Availability of written material in alternative/adapt ed formats	All staff	-Use of a range of communication methods: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • ICT used as a communication tool: -school website, this can be printed if required -text -email -twitter -school survey <ul style="list-style-type: none"> • Pastoral team/SLT are available to meet with parents to ensure it is accessible for all • Information provided in other languages if required 	-Translators -Website/text/email/twitter - Internal signage -Large print resources -Pictorial or symbolic representations	In place and ongoing	All stakeholders will have access to information through a range of communication methods.

Access to the Curriculum					
Priority	Responsibility	Strategy/Action	Resources	Time	Success Criteria
Improve educational experience for SEND pupils	All staff	-SEND staff training to raise awareness of pupils with <ul style="list-style-type: none"> •ASD •Language and communication difficulties •Sensory integration difficulties •Visual impairments •Hearing impairments •Physical impairments •Dyspraxia Dyslexia <ul style="list-style-type: none"> -Educational visits to be accessible for all -PE lessons to be accessible for all -Target Setting, SMART targets -Plan, do review cycle -Clarification on deployment and role of support staff to help children connect with curriculum to support the achievement of independent work and promote social interactions. -Access to appropriate ICT equipment (hardware and software) -Accessible PE equipment -Use of the sunshine room and pastoral team to address emotional and behavioural needs -Behaviour policy adapted to meet the needs of SEND children 	<ul style="list-style-type: none"> -Pupil Passports -EHCP -SEND triage meetings -Audit skills and competencies of teaching staff to identify trends in training needs and bespoke training needs -External agency observation and reports -Evolve -Risk assessments -Sunshine room and pastoral team -Behaviour mentor -Specialist equipment 		<ul style="list-style-type: none"> • Increased access to the curriculum • Needs of all learners met with reasonable adjustments that are additional to and different from •Complete termly cycles of Plan, Do, Review inclusive of pupil and parent voice •SEND pupil outcomes inline or exceeding national average

Access to the Curriculum					
Priority	Responsibility	Strategy/Action	Resources	Time	Success Criteria
Improve quality of pastoral/sensory provision for children with SEND needs	All staff	<ul style="list-style-type: none"> -Quiet work spaces for children who suffer over stimulation -Soft play sessions -Use of sunshine room -Support the delivery of counselling sessions within school -Play therapy/lego therapy sessions delivered by pastoral team 	<ul style="list-style-type: none"> -Timetabling of pastoral team -Co-ordination of councillors with school -Identifies quiet spaces in each zone 	In place and ongoing	Children have access to the pastoral support required to engage fully in all aspects of school life

Access to the Physical Environment					
Priority	Responsibility	Strategy/Action	Resources	Time	Success Criteria
Provision of wheel chair accessible toilets with changing facilities.	Head teacher, Site Manager and School Business Manager	-Three wheelchair accessible toilets in the school building to aid the both wheelchair and walking frame users	-Site manager to maintain -Additional costs to support maintenance of equipment	In place and ongoing	All toilets working and available for use.
Improve and maintain access to and around the school.	Head teacher, Site Manager, School Business Manager, Forest School Teacher SENCo	-Ensure all pathways are clear -Keep corridors clear -All areas of school are wheelchair accessible: including Forest School -Adaptations made for individual children, for example adjustable desks	-Site manager to maintain, including daily checks of grounds -Health and safety governor walks termly -Additional cost to meet the needs of individuals -SENCo reviews of EHCP and Pupil Passports	In place and ongoing	Clear access to all parts of school
Disabled parking	Head teacher SBM	-Ensure disabled parking spaces are always available for parents and pupils as needed.	Signs and bay marking	In place	Disabled badge users able to access disabled parking, when required.
Improve signage to indicate access routes around school	Head teacher Deputy head teacher SBM	Clear signage around school to show fire exits and routes	Cost of signs	In place	<ul style="list-style-type: none"> • Fire Assembly Points to be displayed • Signs fitted around school to highlight access and exits routes • Signs fitted around school to indicate Fire Assembly Points
Agree an emergency exit plan for disabled pupils	Head teacher Deputy head teacher SBM	Fire exit plan to be put in place for disabled pupils	Time	As required	All disabled pupils are able to evacuate the building safely in the event of an emergency

Middleton Parish Church School Accessibility Audit 2020

Feature	Description	Action to be Taken	Person Responsible	Date
Number of Storeys	Our building is on one floor	No action required		
Corridor Access	The corridors are wide enough for wheelchair access.	Corridors to be kept clear at all times	All staff	Ongoing
Lifts	No lifts in school	No action required		
Parking Bays	1x disable bay	Parking bay to be signed as required To ensure disabled users have priority use of the disabled bay	Site Manager	As required Ongoing
Entrances	All areas of school can be entered via a door with sufficient room for a wheelchair	Ensure wheelchair users are aware of these entrances to school.	All staff	Ongoing
Ramps	There are ramps to support access to the lodge, EYFS area and west wing.	Regular checks for maintenance. Keep clear. Ensure PEEP's in place for SEND children.	Site Manager All staff SENCo	Termly Ongoing As required, reviewed termly with Pupil Passport
Toilets	3x disabled toilets. These are allocated in the main entrance, lodge and west wing.	Regular checks for maintenance. Keep clear. Ensure wheelchair users are aware of these.	Site Manager All staff	Termly Ongoing

Reception Area	Double doors, flat and sufficient room to accommodate wheelchair access.	Regular checks for maintenance. Keep clear.	Site Manager All staff	Termly Ongoing
Internal signage	Clear signage around school including disabled toilets and parking as well as emergency exits	Regular checks for re-painting Maintenance checks for signage	Site manager	Ongoing
External signage	Following risk assessments of the outdoor area, clear signage/markings are visible (Forest School/EYFS Playground/Main Playground)	Regular reviews of risk assessments	Forest School Teacher/EYFS Lead/HLTA	Termly or more frequent if required
Emergency escape routes	Emergency exits are clearly marked and regularly checked for access routes. Consideration for our VI/HI pupils and their ability to recognise the need to vacate the building if there is a fire.	A fire alarm practice is completed each term The fire alarm is checked weekly Purchase of the fire alarm specifically for VI/HI pupils, the need for flashing equipment and install PEEP's are in place for SEND pupils	Site Manager Deputy Headteacher SENDCo	Ongoing As required