



Monkton Church of England Primary School

Accessibility Plan

Lead Person: Karon Wilson/Wendy Stone

Policy Date: March 2020

Review Date: March 2023

Signatures:

Chair of Governors

Executive Headteacher



The Federation of Minster and Monkton Church of England Primary Schools





MONKTON CHURCH OF ENGLAND PRIMARY SCHOOL

'Everyone is Special'

Our school has a warm, Christian family ethos where our children thrive in a secure and happy atmosphere. They are fully supported and nurtured from when they join us until they leave our care.

Monkton Primary School is a Church of England Primary School and our Christian values are at the heart of everything we do.

- Compassion
- Friendship
- Forgiveness
- Justice
- Trust

Every school policy is written with this in mind.

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1. 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, staff and visitors to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils, staff and visitors

Our school aims to treat all its pupils, families, carers, staff and visitors, fairly and with respect. This involves providing access and opportunities for all with-out discrimination of any kind.

See the school's Equality Policy and Equality Objectives.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. 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 adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the *Governing Body* of the *Federation of Minster and Monkton Church of England Schools*.

4. Links with other policies

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

- Health and safety policy
- Equality Policy and the school's Equality Objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Intimate Care Policy
- Child Protection Policy

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Standard	Available Resources	Activity	Recipients	Time Scale and Costs	Success Criteria	Monitored by	Evaluation and Impact
1. Increase extent to which pupils can participate in school's curriculum	School Budget High Needs Funding M7V support and collaboration	<ul style="list-style-type: none"> • Assessment for Learning • Speech and Language for individuals delivered by TAs • Letters and Sounds across school • Focussed group support • After School/lunchtime Mathematics Club • Focussed English support and Mathematics for identified pupils • Review curriculum and progress through Classroom Monitor • Increased contribution to monitoring by Subject Leaders 	Teaching staff Assessment for Learning - All staff Subject Leaders Support staff	On going	Broader range of teaching strategies used within lessons, and evident during monitoring	Coaching and mentoring Peer Support M7V cross moderation and sharing of good practice	
2. Setting suitable learning challenges and responding to learning needs.	School Budget High Needs Funding M7V support and collaboration	<ul style="list-style-type: none"> • Identify key learning challenges and plan appropriately. • Consider those children who are studying or predicted to study at Greater Depth. 	All staff - Planning issues to be developed through Staff Meetings, Data Discussion meetings and Moderations	Time for planning Staff meeting time On going	Broader range of teaching strategies used within lessons. Pupil progress remains high for all ability groups. More Able pupils continue to make good	EH, HoS /ML observations Subject Leader monitoring- Coaching and Mentoring Book Scrutiny	

					progress in line with their starting points.		
3. Overcoming barriers to learning.	School Budget High Needs Funding M7V collaboration/s hared training/peer mentoring	<ul style="list-style-type: none"> • Diabetes Management and Training • Continue to increase staff training: Hearing Impairment, Autism in girls. Management of specialist equipment, intimate care and appropriate manual handling training • Teacher of the Deaf regularly monitors progress and environmental factors. All relevant staff receive current deaf awareness training • Use of Nurture and Autism/Well being champions- Promotion of Acorn Sensory Room • Modification of reading materials, use of overlays, coloured paper etc 	All staff Pupils led by need	On going	<p>Awareness for all school community of the diversity of needs and how we can support pupils needs.</p> <p>Pupils access materials and support</p>	<p>EH/HoS/ML observations and IEP reviews.</p> <p>Peer mentoring</p> <p>Diabetes Team training</p> <p>Teacher for HI</p> <p>TISS</p>	
4. To improve 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 associated services provided or offered by the school.	Devolved Capital KCC High Needs Funding PTA funding for Sensory Room Paramor Trust grant for Sensory Area	<p>Improved support for children with physical and sensory disabilities</p> <p>A. To install a care suite for pupils requiring intimate care—such as nappy changing</p> <p>B. Makaton training or all staff and continued use with all children</p> <p>C. All support staff to be trained in Fizzy/Sensory Circuits Training to support identified children.</p> <p>D. Use of Widget Visual Timetable across school</p> <p>E. Staff trained in how to use radio aids, sound measures used for staff and pupils to minimise environmental noise and distortion</p> <p>F. Use of wobble cushions, modified writing implements and ICT to support pupils with motor control difficulties</p>	All classroom users Identified children	<p>£4000- Sensory area with mood lighting</p> <p>£1000- furnishing s and furniture</p> <p>£500- Decoratio n of room</p>	<p>Systems are used and support identified children.</p> <p>Staff are more aware of pupils needs.</p> <p>Staff attend training and support pupils.</p> <p>Evidenced in records and monitored for impact in Data Discussion meetings.</p>	<p>EH/HoS/SEN Co</p> <p>Class teachers</p> <p>Outside agencies where appropriate</p> <p>Provision Mapping and PSPs</p>	

		<p>G. TEACCH Work station for children with ASD to improve concentration and on task behaviours</p> <p>H. Develop use of Nurture/Sensory Room to reduce sensory overload -quiet area, lack of stimulation to calm</p>					
<p>5. To raise awareness and support for vulnerable groups within the school.</p>	<p>KCC High Needs Funding</p> <p>Pupil Premium money</p> <p>Sports Premium money</p>	<ul style="list-style-type: none"> • Raised awareness through promotion of equality for all groups • Raised awareness and vigilance with regards to attendance and attainment. Using this as a focus during Data Discussion meetings-Matrix of Need • Enhanced support for Pupil Premium pupils and Nurture/Homework Clubs • Use of Sports Premium money to encourage pupils to take part in more sports in both out of school clubs and competitively 	<p>Vulnerable children</p> <p>Pupil Premium Children</p>	<p>Data Meeting time— termly</p> <p>Staff Meeting time-as required</p> <p>Hub Meetings</p>	<p>Pupils will make expected progress given their own starting points</p> <p>Pupils will gain in confidence, self esteem and levels of well being will rise</p> <p>Participation in sports clubs and competitions will rise along with pupil well being</p>	<p>KW-SENCo</p> <p>SEND Governor -NS</p> <p>EH</p>	

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	All corridors are wide enough for wheelchair access	To ensure corridors are kept clear at all times	Premises Team/All Staff	Daily observations
Lifts	0			
Parking bays	0 KCC have investigated having a disabled parking space, however due to the nature of the surface of the carpark and the fact that it is the main pedestrian entrance and there is no pavement, it is not possible to provide one.	<ul style="list-style-type: none"> • FW investigating with KCC regarding possibility of disabled space identified on public road outside school • Information for any disabled stakeholder/visitor regarding access to school to be placed on website 	FW	March 2020
Entrances	<p>Main entrance at reception office for all visitors:</p> <ul style="list-style-type: none"> • If visitors use the buzzer, they will then be offered assistance. Any prearrangements can be made by 	<ul style="list-style-type: none"> • FW to ensure that information regarding assistance for disabled stakeholders/visitors is placed on website • Entrances to remain clear at all times of any obstacles 	<p>FW</p> <p>All Staff</p>	<p>March 2020</p> <p>Ongoing</p>

	phoning ahead, as explained on website.			
Ramps	1 Concrete ramp leading from the playground to the field	<ul style="list-style-type: none"> • Maintain ramp and ensure it is not slippery • Check regularly for wear and tear • Repair as necessary 	Premises	Ongoing
Toilets	1 Disability toilet in the main foyer	<ul style="list-style-type: none"> • Toilets are well maintained • Any issues reported to FW immediately and actioned immediately 	Premises	Ongoing
Reception area	Low level signing in desk Wide doors to allow for wheelchairs and suitable surface	<ul style="list-style-type: none"> • Ensure the area is kept clear at all times • Create visitors leaflet to ensure all essential visitor information is given immediately 	All Staff WS/KW	Ongoing March 2020
Internal signage	Fire Exit signs on display Emergency lighting Disabled toilets Rooms named	<ul style="list-style-type: none"> • WS/KW/FW to monitor signage to assess if any updates are needed 	WS/KW/FW	March 2020
Emergency escape routes	All rooms have emergency escape routes on display Signage in place for all exits Emergency lighting	<ul style="list-style-type: none"> • Create visitors leaflet to ensure all essential visitor information is given immediately • WS/KW/FW to monitor signage to assess if any updates are needed 	WS/KW/FW	March 2020

