

**Monkton Church of England Primary School**

Accessibility Plan

Lead Person: Chris Marston

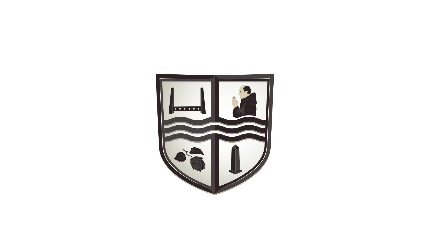
Policy Date: March 2023

Review Date: March 2026

Signatures:

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Chair of Governors Executive Headteacher

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Federation of Minster and Monkton Church of England Primary Schools



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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.

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| **Aim** | **Current good practice**  *Include established practice and practice under development* | **Objectives**  *State short, medium and long-term objectives* | **Actions to be taken** | **Person responsible** | **Date to complete actions by** | **Success criteria** |
| Increase access to the curriculum for pupils with a disability | Our school offers a highly motivating curriculum which can be adapted to suit the needs of all learners.  We use resources tailored to the needs of pupils who require support to access the curriculum.  Curriculum resources include examples of people with disabilities.  Curriculum progress is monitored for all pupils, including those with a disability.  Targets are set effectively and are appropriate for pupils with additional needs. | Monitor curriculum content and adaptations made in order to assess its suitability to meet the needs of all children.  Provide resources for those children who need them in order for them to be able to fully access the curriculum.  Provide examples of people with a wide variety of disabilities throughout the curriculum and within the school environment.  Monitor progress for all pupils including those with disabilities.  Set ambitious yet appropriate targets for all children including those with disabilities. | Subject Leaders will monitor curriculum coverage. (Across the year).  Learner’s ability to access the curriculum will be observed via learning walks and observations by SLT and SENCo.  We follow recommendations from specialist (OT/PT/STLS) and will provide children with recommended resources as and when needed e.g. writing slopes, adapted scissors etc.  Ensure that teachers are including examples of people with a wide variety of disabilities throughout the curriculum.  Throughout the year run days/weeks highlighting diversity and equal opportunities  Pupil Progress Meetings.  Provision mapping.  Three times yearly tracking for those with SEN, disability and PP.  Class teachers are to set targets which are recorded on Provision Maps and discussed at Learning Review meetings. | All subject coordinators, SLT, JG.  JG, CM  JG,CM  SLT and JG.  Class Teachers. | March 2023 and reviewed regularly  Ongoing  Ongoing  Ongoing  Yearly | Monitoring shows that all learners are able to access a wide, motivating and exciting curriculum.  Learner’s needs are met through the use of recommended resources.  People with disabilities have been represented throughout the curriculum and school environment. Children are able to openly talk about disability and show awareness of different disabilities.  Good progress is made by children with disabilities.  Targets are achieved (%). |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required.  This includes:   * Corridor width * Disabled toilets and changing facilities * Library shelves at wheelchair-accessible height * Corridor bookshelves at a suitable wheelchair-accessible height. | Children with disabilities are able to access the physical school environment via the adaptations that have been made and resources that are available. | Regular site walks (health and safety) are made to check the physical environment and note maintenance issues.  We follow recommendations from specialist (OT/PT/STLS) and will provide children with recommended resources as and when needed. | TO, HL, JG, CM | Jan 2023 and ongoing | The school’s physical environment is accessible to all children. |
| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is accessible. This includes:   * Internal signage * Large print resources * Visuals (symbol representation) produced using ‘In Print’ * Induction loop in every classroom | For all children including those with disabilities to be able to access information. | Monitor internal signage.  Produce further large print and visuals as needed. | TO, HL, JG, CM | March 2023 with internal monitoring | Children are able to access information in a variety of forms. |

# Appendix 1: Accessibility audit

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| **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. | Caretaker/HL/all staff | Daily observations |
| Lifts | 0 |  |  |  |
| Parking bays | 0 | To engage with KCC and Kent Highways to ensure parents with disabilities are allowed to park in the bus stop opposite the school | HL, CM | March 2023 |
| Entrances | Main entrance at Reception Office for all visitors  Various door entrances to access corridors/classrooms | Entrances to remain clear at all times of any obstacles.  HL to ensure visitors with disabilities call ahead of arrival | HL  All staff | All day, every day |
| Toilets | Disability toilet in library area | Toilets are well maintained.  Any issues are reported immediately to HL and actioned immediately. | Caretaker | Ongoing |
| Reception area | * low level desk * signing in system at height for wheelchair users * wide door to allow for wheelchairs, * Visitor Information Leaflet including map of school | Access to remain clear at all times.  Leaflets to be on constant display and handed to visitors. | All staff aware  Reception Office  Caretaker | Ongoing |
| Internal signage | Fire exit signs on display  Emergency Lighting  Disabled toilets  Rooms named | Signage checked annually | Caretaker/HL | September Annually |
| Emergency escape routes | All rooms have Emergency Escape Route on display.  Signage in place for all exits  Emergency lighting | Visitor leaflet shows map of school, including fire instructions/assembly point. | Caretaker to carry out & record routine checks. | Weekly/Monthly |