

# Accessibility plan

## North Mundham Primary School



Reviewed by: SENDCo/Headteacher

Approved by: Full Governing Body

Date: February 2024

Review: February 2027

# 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the following areas:

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

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. North Mundham Primary is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

North Mundham Primary School's Vision:

BELONG to the school family

BELIEVE that you can achieve

ACHIEVE your potential

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school. The plan will be made available online on the school website, and paper copies are available upon request.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

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

TARGET	LEAD	STRATEGY/ ACTIONS TO BE TAKEN	RESOURCES	TIMESCALE	SUCCESS CRITERIA
<p>1. Increase access to and participation in the curriculum for disabled pupils. Eliminate barriers to access the curriculum and ensure full participation in the school community for pupils with a disability.</p>					
SEND and Medical register and information on children with additional needs to be updated and ensure that medical needs are met fully within the capability of the school.	SENDCo	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Meet with parents of children whose care plans/documentation needs updating.  Liaise with external agencies/medical professionals  Identify training needs	SEND register and paperwork for individuals.  Care plans  Staff training	To be completed and reviewed termly/yearly as appropriate. Ongoing	SEN and Medical needs will be up-to date. Teachers and TAs will be aware of the needs of children in their class.  Advice acted upon and implemented  Pupils needs are met and they can access the curriculum
Effective communication and engagement of parents	SLT/ SENDCo	Termly meeting with parents and carers. Termly review meetings with parents of children with ILPs and EHCPs.	Rooms for meetings  Time allocation	Ongoing	Increased engagement of parents
Effective communications with nurseries and schools to provide a quality transition.	EYFS Phase Leader /SENDCo	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo and teachers to work with outside agencies and staff at other establishments to create effective transitions.	-Teacher/SENDCo time	Ongoing	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.

TARGET	LEAD	STRATEGY/ ACTIONS TO BE TAKEN	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Training for staff on increasing access to the curriculum for all learners and removing potential barriers, including pupils with SEMH	SLT/ SENDco	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for pupils. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers where necessary.	-Staff meeting -TA training - SENDCo/Teachers time -External agency training Learning walks	In place and ongoing. Audit Dec '23 TA training program started Jan '24 Adaptive practice training Oct 23	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils	SENDCo/SLT	Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & voice activated text  Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL.  Monitor and observe use of specialist equipment (eg: hearing aids, PECs, visual timetables) and seek advice if needed (eg: from Sensory Support)	Specific apps to support learning on ipads Other resources as required for individual pupils  -Audit of equipment and needs - Staff training - Cost of resources	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker  SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning
Adaptations to the curriculum to meet the needs of individual learners.	SENDCo/All staff	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills eg through Dance Mat touch type Programme Use of access arrangements for assessment/National tests	Training on new interventions through external professionals - Resources required to deliver interventions	In place and ongoing	Needs of all learners met enabling progress that is expected or better than expected.

TARGET	LEAD	STRATEGY/ ACTIONS TO BE TAKEN	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Improve educational experiences for visually impaired pupils	SENDCo	Consult Sensory Support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs	Cost of equipment	In place when required - regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils	SENDCo	Daily maintenance and use of radio aids when required Consider hearing loop/soundfield systems if recommended Consult Hearing Impairment team	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities/trips/residentials and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/Sendco/Staff leading clubs	Risk assessments will be undertaken where appropriate. Providers will comply with all legal requirements. Ensure a wide range of school clubs are provided, led by trained staff. Review and update clubs offered. Pupil voice gathered on clubs.	Any specialist equipment needed to allow a child to access a club  Pre visits undertaken	Ongoing  Pupil voice survey for disadvantaged children to identify needs for extra curricular provision- Nov 23	Increased access to the extra-curricular activities for all pupils with SEND.
<p>2. Improve access to the physical environment</p> <p>To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.</p>					
Provision of wheelchair accessible toilets	Premises manager/Headteacher	Maintain wheelchair accessible toilet with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users

TARGET	LEAD	STRATEGY/ ACTIONS TO BE TAKEN	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Access into and around school and reception to be fully compliant	Premises manager/ Headteacher	Designated disabled parking- signage to be maintained regularly.  Widen doors and corridors as necessary  Clear route through school provided  Plan in place to swap around classrooms for year 3/4 to allow wheelchair access to class. Building redevelopment plans underway to incorporate disabled access. Awaiting decision for building to replace demountable huts (Feb '24)	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Improvements to help the visually impaired	Premises manager	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint. Trip hazards identified and addressed, with support from the Sensory Team where applicable. Braille signage around the school if applicable.	Cost of materials and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	Premises manager	Install hearing loop/soundfield when necessary  Auditory fire alarm system in place only – suitable risk assessment would need to be in place for a hearing impaired pupil.	Cost of equipment/ installation	Future plan as necessary	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	Premises manager	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs	In place and Future plan as necessary	Disabled people aware of wheelchair access

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Maintain safe access around exterior of school and onto North Mundham Playing fields.	Premises manager CO – Forest school lead	Ensure that pathways are kept clear of vegetation. Regular clearing of the ‘Fuzzies’ Pathways would require modification and widening to allow for full wheelchair access. Investigate how other Forest schools provide wheelchair access.  Ensure all areas, walkways are safe and cleared.  Communication with parents through letters/newsletters/website/1:1 school staff  Safety improved with parking by ensuring correct use of turning circle and disabled parking bays	Cost included in grounds maintenance	In place and ongoing consideration	People with disabilities can move unhindered along exterior pathways  Safe access throughout the school
Maintain safe access around the interior of the school	Premises manager	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made.	In place and ongoing	People with disabilities can move safely around the school
Ensure all children feel safe and involved at playtime	Headteacher/OPAL leads	OPAL (Outside play and learning) strategy to be fully implemented, offering a wide range and choice of accessible activities to all pupils. ELSA to report children who may not be fully included to review this. Training for all staff regarding OPAL	Training for TAs monthly  Staff meeting time	Ongoing	Children will feel safe in school and have happy playtimes. Evidence from pupil voice.

TARGET	LEAD	STRATEGY/ ACTIONS TO BE TAKEN	RESOURCES	TIMESCALE	SUCCESS CRITERIA
To make effective use of the Cocoon and Hub	SENDco Headteacher ELSA	Children to use the Cocoon room for regulation. Children to use the Hub to seek adult support for co-regulation.  Appropriate sensory equipment to be considered in this space, especially if pupils require specific resources.	Timetabling for rooms	Ongoing	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.
<p>3. Improve the delivery of information</p> <p>To improve the delivery of information for disabled pupils and parents/carers/visitors</p>					
Review documentation on website to check accessibility for parents	Headteacher Office staff SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Time to complete task	Ongoing	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	Headteacher Office staff SENDCo	Fortnightly newsletters emailed to parents. Key content published on school website.  Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers  Invite parents in who may need support completing forms  Seek and act on advice from sensory support service on individual requirement for visually impaired pupils.	Google translate Office time Deputy Head time	Ongoing	Parents are able to access all information  Pupils to access all school documentation.



TARGET	LEAD	STRATEGY/ ACTIONS TO BE TAKEN	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Improve use of pictorial communication systems	SENDCo	Consider the purchase of Widgeo to improve picture communication support. Use Widgeo to make classroom resources (eg.word mats, visual timetables, social stories).	Training Time for meetings	Ongoing consideration	All school staff aware of disabilities of children in their classes

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Lindsay Haines (SEN Governor), SENDCO and the Headteacher.

It will be approved by the Governing Board.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy