



# Monteney Primary

## Accessibility Policy & Plan

Responsibility	SLT / Governors
Date of last review	September 2019
Date of next review	September 2022

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

SCSP and Montenev Primary are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

SCSP plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the academy.

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated in line with requirements or when any changes have been made that will impact on the accessibility plan.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the academy, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the academy and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the academy such as participation in extra-curricular clubs, leisure and cultural activities or visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the academy and events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the academy, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first

three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The academy complaints procedure covers the Accessibility Plan.

Information about our Accessibility Plan will be published on the Academy website.

The Plan will be monitored through both the academy Governing Body and also the Board of Trustees of Steel City Schools Partnership.

The Plan will be monitored by Ofsted as part of their inspection cycle.

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.

#### Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability through Early Help Assessment and by information collection at the start of each year or when a new pupil joins the school.

#### Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. Disabled pupils can access all areas of the school.

#### Curriculum

Monteney is aware there are aspects of the curriculum to which disabled pupils may have limited access and where provision needs to be adapted. Other issues affect the participation of disabled pupils, for example: peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people.

## Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

## Access Audit

The school is a two-storey building with wide corridors and several access points from outside. The second floor is fully accessible via the use of an internal lift. The school has wide door access to all rooms.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. All entrances to the school are flat and all have wide doors fitted. The main entrance which includes the school reception and has been fitted with a low reception desk, this being fully accessible to wheelchair users. There are disabled toilet facilities available on the lower corridor which is fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

## Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities arise. We work closely with agencies to ensure we are able to provide the appropriate access prior to a pupil commencing at Montenev Primary. This is primarily done through multi-agency planning and Early Help Assessment.

## Monteney Primary Accessibility Plan 2019 – 2022 (3 years)

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To liaise with Nursery providers to review potential intake for Sept 19	To identify pupils who may need additional to or different from provision from September 2019	July 2019	SENCo EYFS teacher	Procedures / equipment in place for Sept 19
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equalities Act 2010	On-going	Leadership Board of Trustees Curriculum Teams	All policies clearly reflect inclusive practice and procedures
	To continue close liaison with parents	To ensure collaboration and sharing between school and families.	On-going	SENCo All Teachers	Clear collaborative working approach through Early Help Assessment and multi-agency approaches
	To continue close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel and use of Individual Health Care Plans	On-going	SENCo Support Staff Outside agencies	Clear collaborative working approach through Early Help Assessment and multiagency approaches
	To ensure full access to the curriculum for all children.	A differentiated curriculum with alternatives offered. <ul style="list-style-type: none"> <li>• The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A range of support staff</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> </ul>	On-going	SENCo All Teachers All support staff	Advice taken and strategies evident in classroom practice. All children supported and accessing curriculum.

		<ul style="list-style-type: none"> <li>• Specific equipment sourced from occupational therapy</li> </ul>			
Medium Term	To review attainment of all SEN pupils.	Class pupil progress meetings SENDCo pupil progress meetings Teacher / Parent review meetings Regular liaison with parents	At least termly	Teachers SENCo	Progress made towards Support Plan Targets. Provision mapping shows clear steps and progress made
	To monitor attainment of Most able, Gifted and Talented pupils	Most able, Gifted & Talented list to be updated Most Able Gifted & Talented booster groups/activities	Ongoing Annually	SLT Class teachers	Most Able / G&T children making proportionate progress. Achieving above average results
	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>• Use of Communication in Print</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>	On-going	Whole school approach	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
Long Term	To evaluate and review the above short and long term targets annually	See above	Annually	HT/SLT SENCo Curriculum Teams Governors	All children making good or better progress.
	To deliver findings to the Governing Body	Governor meetings	Annually Termly SEND Governor / SENCo meetings	SENCo SLT SEND Governor	Governors fully informed about SEND provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT Teachers	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teachers Support Staff SLT	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved in school life.	<ul style="list-style-type: none"> <li>• Create Health Care Plans for individual disabled children</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.</li> </ul>	With immediate effect  To be constantly reviewed	SLT SENCo Support Staff	Enabling needs to be met where possible.
	Ensuring disabled parents have every opportunity to be involved in school life	<ul style="list-style-type: none"> <li>• Utilise disabled parking spaces for disabled to drop off &amp; collect children</li> <li>• Arrange interpreters from the RNID to communicate with deaf parents</li> <li>• Offer a telephone call to explain letters home for some parents who need this</li> <li>• Adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>	With immediate effect  To be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

Medium Term	To improve community links	School to continue to have strong links with schools and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities of the wider community and their needs Improved community cohesion
	Continue to develop playgrounds and facilities.	Peer Mentors and Sports Leaders to be fully operational Look for funding opportunities	On-going	Whole school approach	Inclusive child-friendly play areas.
Long Term	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week/ road safety days	On-going	SLT Learning Mentor PHSE Curriculum Team Sports Leader	No accidents
	To follow the principles of Healthy Schools	Continue to work towards Healthy Schools principles Introduced Healthy Schools Week	On-going	Whole school approach PSHE /Healthy School Team Catering Manager	All children aware of importance of being healthy

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To ensure all children and parents with disabilities receive and understand information	Regular communication with parents Interpreter provided for parents' eve/annual reviews Individualised multi-sensory teaching strategies	On-going	Whole school approach	Effective home to school two way communication in place.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> <li>Investigate symbol software to support learners with reading difficulties.</li> <li>Raising awareness of font size and page layouts will support pupils with visual impairments.</li> <li>Auditing the school library to ensure the availability of large font and easy read texts will improve access.</li> </ul>	On-going	SLT SENCo Teachers Support Staff	All stakeholders have access to written communication

		<ul style="list-style-type: none"> <li>• Auditing signage around the school to ensure that is accessible to all</li> </ul>			
Medium Term	To review children's records ensuring school's awareness of any disabilities	<ul style="list-style-type: none"> <li>• Information collected about new children</li> <li>• Records passed up to each class teacher</li> <li>• Transition meetings</li> <li>• Annual reviews</li> <li>• Medical forms updated annually for all children</li> <li>• Individual health care plans</li> <li>• Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom</li> </ul>	On-going	SLT SENCo Class Teachers Support Staff	Each teacher/staff member aware of disabilities of children in their classes
Long Term	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected)	Record keeping system to be reviewed and updated as required.	Continual review and improvement	SLT	Effective communication of information about disabilities throughout school.

### Accessibility Audit – Montenev Primary

	Completed	In progress	Under discussion	Not yet addressed
Are visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√			
Preparation for entry into academy.	√			
Grouping of pupils	√			
Home learning policy and practice	√			
Academy behaviour policy in place and accessible for all.	√			
Exclusion procedures	√			
Clubs and activities	√			
Trips	√			
The arrangements for working with other agencies	√			
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√ (and constantly updated as required)			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√			
Are there high expectations of all pupils?	√			
Do staff seek to remove all barriers to learning and participation?	√			
Access to the curriculum	√			
Policies, e.g. anti-bullying, SEN policies, health and safety	√			
Interaction with peers.	√			
Are your classrooms optimally organised for disabled pupils?	√			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	√			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	√			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	√			

Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	√			
Are areas to which pupils should have access well lit?	√			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	√			
Is furniture and equipment selected, adjusted and located appropriately?	√			
Access to school facilities.	√			
Activities to support the curriculum, e.g. drama group visiting school.	√			
School sports.	√			
How the academy deals with emergency procedures.	√			
Breaks and lunchtimes.	√			
The serving of meals.	√			
Do lessons provide opportunities for all pupils to achieve?	√			
Are lessons responsive to pupil diversity?	√			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√			
Are all pupils encouraged to take part in music, drama and physical activities?	√			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	√			
Do you provide access to computer technology appropriate for students with disabilities?	√			
Teaching and learning.	√			
Classroom organisation.	√			
Timetabling.	√			
Assessment and exam arrangements.	√			
Preparation of pupils for the next phase of education.	√			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	√			
Do you have the facilities such as ICT to produce written information in different formats?	√			
Do you ensure that staff are familiar with technology an practices developed to assist people with disabilities?	√			
School announcements.	√			

Access to information.	√			
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