



ACCESSIBILITY PLAN

Updated March 2023

Accessibility Plan

Date policy last reviewed: _____

Signed by:

Headteacher _____ Date: _____

Chair of governors _____ Date: _____

Date of next renewal: March 2024

Accessibility Plan

Introduction

This plan outlines how Malin Bridge Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

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1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

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- Working closely with the governing board, Trust Head Office and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

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Planning Duty 1: Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Reasonable adjustments to enable access for all	<p>Consider the needs of all students in the school when planning lessons and adjust resources accordingly, such as text size, paper colour, writing equipment, classroom furniture position etc.</p> <p>Consideration for those children with general and specific learning difficulties that all staff have access to the SEN data of students for whom they teach so they respond to their needs.</p> <p>Learning Support Plans to be regularly updated to provide information required.</p>	Ongoing to adjust to changing and emerging needs of students.	<p>All staff have a responsibility to act on information shared by SEND team.</p> <p>SEND teams share student specific information including teaching and learning strategies in a timely manner.</p>	All students access the curriculum with relevant information shared and accessed by teaching staff in a timely manner.
Ensure teaching and learning methods and environment support children with hearing impairment	<p>Promotion of an ethos of inclusion, acceptance and understanding and clear demonstration of patience and support.</p> <p>Staff engagement with deaf awareness training.</p> <p>Transmitters and radio aids to be available as required.</p> <p>Use of subtitles for video materials as appropriate.</p>	Ongoing to adjust to changing and emerging needs of students.	All Staff - with support from HI service.	Participation and progress confirmed by observations and assessment.

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	Learning Support Plans to be regularly updated to provide information required.			
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	<p>Support in P.E. & classroom environments, corridors/pathways to be unobstructed and clear of hazards.</p> <p>Doorways wide for wheelchair use, ramps where possible. Early exit from classes.</p> <p>Direct access to servery at lunch.</p> <p>Individual person specific risk assessments in place where appropriate</p> <p>Learning Support Plans to be regularly updated to provide information required.</p>	Ongoing with TA support as required	<p>All staff - Ongoing assessment and provision support by SEND team</p> <p>All staff have a responsibility to act on information shared by SEND team.</p> <p>SEND team share student specific information. Risk assessments in place including teaching and where appropriate learning strategies timely.</p>	Access to all activities wherever possible after risk assessment.
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties (including mental health).	<p>Clear behavioural expectations, consistent use of positive behaviour management strategies in accordance with the school's behaviour policy.</p> <p>Clear demonstration of patience and support to meet individuals needs.</p> <p>Create, provide and support personalised packages of</p>	<p>Ongoing to adjust to changing and emerging needs of students.</p> <p>Use of Personal Support Plans (PSPs) with set time scales and clear targets.</p>	<p>All staff have a responsibility to act on information shared by SEND team.</p> <p>SEND team share student specific information including teaching and learning strategies timely.</p>	Participation and progress confirmed by observations and assessment

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	<p>support including referral to external agencies</p> <p>Learning Support Plans to be regularly updated to provide information required.</p>			
<p>Ensure teaching and learning methods, and the environment supports children with ASD and ADHD</p>	<p>Information gathering and sharing at transition points by SEND team.</p> <p>Classroom strategies, ensuring the student is prepared for change (e.g.; timetable changes, exam or assessment dates given etc.).</p> <p>Using support strategies as learning strategies timely. advised (e.g. using clear, concise instructions).</p> <p>Learning Support Plans to be regularly updated to provide information required.</p> <p>Face to face briefings as appropriate</p>	<p>Ongoing to adjust to changing and emerging needs of students.</p>	<p>All staff have a responsibility to act on information shared by SEND team.</p> <p>SEND team share student specific information including teaching and learning strategies timely.</p>	<p>Participation and progress confirmed by observations and assessment.</p>
<p>Ensure teaching and learning methods environment support children with diagnosed medical conditions e.g asthma, allergies</p>	<p>Individual Health Care Plan and to be followed where appropriate.</p> <p>Accessibility of medication.</p> <p>Awareness of needs by staff when planning DT, PE and Science activities.</p> <p>Information available to all</p>	<p>Ongoing to adjust to changing and emerging needs of students.</p>	<p>All staff, supported by SEND team and office staff.</p> <p>All staff have a responsibility to act on information shared.</p> <p>Parental responsibility to share information and student responsibility to be aware of and manage their own condition/s where appropriate.</p>	<p>Participation and progress confirmed by observations and assessment.</p>

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	<p>staff via SIMS and Learning Support Plans.</p> <p>Face to face briefings as appropriate.</p>			
<p>To improve literacy and numeracy levels of students achieving below age expectations or with an identified barrier to learning (eg Dyslexia)</p>	<p>Identify students who require additional support through observation, referral and assessment.</p> <p>Provide appropriate interventions and packages) of support including information sharing and strategies to staff through Learning Support Plans</p>	<p>Ongoing to adjust to changing and emerging needs of students.</p>	<p>All staff, supported by SEND team.</p> <p>All staff have a responsibility to act on information shared.</p> <p>SEND team share student specific information including teaching and learning strategies timely.</p>	<p>Participation and progress confirmed by observations and assessment.</p>
<p>Ensure all students can access public examinations and statutory assessments</p>	<p>Approved access arrangements in place for all students who have been identified as requiring and are eligible for support, including, readers, scribes</p> <p>Facilitating and invigilating examinations outside of the school (within exam board guidance) in exceptional circumstances.</p>	<p>Throughout and prior to examination period - adhering to deadlines set by DfE and school access arrangements as stipulated in relevant school policy.</p>	<p>Senior Leaders, SEND team.</p> <p>All staff have a responsibility to act on information shared.</p> <p>SEND team share student specific information.</p> <p>Senior Leaders to share access arrangements and timescales with all staff annually.</p>	<p>Participation and approved access arrangements in place for all exams and statutory assessments</p>

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Planning Duty 2: Physical Environment

Malin Bridge School is an old stone-built site, dating from 1904.

The school is made up of two buildings, KS1 and KS2. The school also has a nursery which is housed within a prefabricated building and a newer converted building within the school yard. The Nursery buildings have disabled access and facilities.

The KS1 building is a one storey building which has wheelchair access and toilets. The buildings have shared playground facilities which are accessible for all to use.

The KS2 building is a two-storey building, with stone staircases to move between floors. There is not a lift on the site. The KS2 building does not have a wheelchair friendly access at present, however access to the ground floor is possible and there is a disabled toilet and dinner hall located here. Where a KS2 child, whose classroom would normally be located upstairs, needed to use a wheelchair, their classroom would be switched to one downstairs. This would also apply for other children where their mobility affected their ability to safely negotiate stairs.

The playground space can be easily navigated in a wheelchair, except for the walled garden area and Pirate Ship yard.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Classroom and office layouts – accommodating all physical needs (students, staff and visitors)	<p>Ensure that all furniture in a classroom is organised in such a way as to not restrict a student's access to particular equipment or observe activities.</p> <p>Ensure those with physical impairments are considered when planning activities or events.</p> <p>Ensure screen at front of room is visible for all students and particularly with physical impairments.</p>	Ongoing – assessment made on an event-by-event basis	<p>All staff – event's organisers.</p> <p>Classrooms - site staff and all teachers to regularly check furniture/layouts.</p> <p>Offices - site staff and office users to regularly check furniture/layouts.</p> <p>Meeting rooms – all staff.</p>	<p>Classrooms and offices are welcoming spaces and where possible are accessible for all even those with physical impairments.</p> <p>Events can be attended by all even if they have physical impairments.</p>

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	<p>Assessment of size and furniture layout in offices (pastoral) to enable all to access.</p> <p>Adaptations made as per required to allow all to attend meetings and events irrespective of physical capabilities – suitable rooms selected.</p>			
Emergency evacuation routes are suitable for all	<p>Ensuring routes and exits are always clear. Routines in place to check and monitor all emergency exits.</p> <p>Personal Emergency Evacuation Plans in place for children with impaired mobility.</p> <p>Site staff to check and monitor.</p>	Ongoing	All staff – facilities staff (caretakers and cleaners)	All students irrespective of physical capabilities have opportunity to participate in off-site activities.
Full access to all school trips and off-site experiences for all students irrespective of physical disabilities	<p>Assess provision of accessible transport and ensure trips are planned with consideration for physical capabilities of intended students – reasonable adjustments made.</p> <p>Where possible tailor off-site experiences to accommodate physically</p>	Ongoing	All staff – those organising trips/off site visits and EVC	All disabled personnel and students have safe independent exits from school.

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	impaired students and where no alternative is available, ensure similar, experiences provided for physically impaired students.			
Ensure there are enough fire exits around school that are suitable for people with a disability	Regular checks of all walkways and exits. Staff are aware of requirements to keep emergency routes and exits clear of obstruction Immediate removal of obstruction upon discovery.	Ongoing – daily		

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Planning Duty 3: Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website - To be compliant, up to date and displaying accurate information.	Annual audit. All policies to be reviewed and ratified within given timescales and due dates.	Annual In line with policy matrix for school/trust	BSSM, Communications Lead, Headteacher and Governors	Compliant website with all information and policies to be current and relevant.
To improve and develop alternative formats and platforms for sharing information with school community.	Using a variety of formats for communication, including text, email, and social media. Ensure all parents/carers are aware that the school can provide communication in large text, via telephone and face to face meetings if required and requested. Check that correspondence sent home is accessible in relation to reading ability language etc.	Ongoing	Communications Lead Headteacher and Governors	All parents/carers are aware of alternatives available and how these can be accessed. Feedback from parents/carers references various platforms.
To provide information around support offered in school.	Website signposting support for specific needs. Pastoral and Inclusion team represented at parental evenings.	Ongoing	Communications Team, Phase leaders, SEND Team and SLT lead	Parents/carers aware of support offered in school and how to access it.