

Accessibility Policy

Mason Moor Primary School



Approved by:	Board of Governors	Date: August 2020
Last reviewed on:	August 2020	
Next review due by:	August 2023	

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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 members of our school community, or those with additional needs, to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils and staff fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We want to achieve a learning environment that provides all pupils with a broad and balanced curriculum (differentiated and adjusted to meet individual need), a physical environment that is accessible to every member of our school community and to make reasonable adjustments to enable those working in the school to be successful in their employment with us.

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. The aim is to eliminate unlawful discrimination, advance the equality of opportunity and foster good relations. At least one member of staff on an interview panel has taken the Key 'Safer Recruitment' course.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a special educational need</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils. Teachers will assess progress during the term and adjust teaching to suit.</p>	<p>PEEP's are written for individual pupils as required, based on info provided by parents in person or on PRF.</p> <p>ICHP are written for pupils with additional needs. The pupil is allocated a member of staff on joining the school.</p> <p>Coaching teaching staff takes place regularly</p> <p>Additional support (small groups or 1:1) is provided where possible</p> <p>Monitoring progress and targets</p>	<p>None</p>			

		Trips are available to all pupils – risk assessments and pre-visits performed by the trip leader				
Improve and maintain access to the physical environment	<p>Reasonable adjustments to the environment will be made to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps – internal carpet is in a different colour carpet • Corridor widths inside are wide and easy to negotiate • Disabled parking bays next to the main building and a public disabled parking space immediately outside the school gates. • Disabled toilets and changing facilities – 3 disabled toilets and 1 changing facility. All have a pull cord emergency alarm 	<p>The school is a one storey building with no internal steps and ramps outside.</p> <p>Access via the main doors into the reception area is access controlled so staff are on hand to assist any visitors who request support via the intercom that is available.</p> <p>All classrooms (except Maple) have their own exit doors leading outside. They are manual opening doors and controlled by teaching staff. There are ramps and steps outside each of these leading to the playground. It is via these doors that children arrive and leave each school day,</p>	<p>Emergency lighting to be fitted to disabled toilets</p> <p>External lighting installed by external step</p> <p>Reminder for staff to take iHasco fire warden course</p>	<p>SBM</p> <p>SBM</p> <p>SBM</p>	<p>June 2020 SCC fitted</p> <p>June 2020 SCC fitted</p> <p>Lockdown training reminder sent April 2020</p>	H&S Audit point removed

	<ul style="list-style-type: none"> • Library shelves at wheelchair-accessible height • Fire doors are fitted and will automatically close should the fire alarm sound • 2 pedestrian entrances which are manually opened by school staff. Signs for pedestrians showing safe route • 2 vehicular entrances which are manually opened by school staff – 1 is for emergency access only • Lighting • Entry System – when signing in the individual has to indicate if they need assistance • Outside Play equipment – there is an annual survey of the condition of the equipment 	<p>unless they are late when they have to sign in via the entry system in reception.</p> <p>Fire alarms are tested weekly and termly fire drills. Child are always accompanied. Fire alarm has a pager linked to inform a deaf member of staff if alarm is sounded.</p> <p>Emergency lighting is regularly checked by the Terms Servicing agreement</p> <p>PEEP will be written if visitor is identified as requiring an evacuation plan</p> <p>Based on the annual play equipment survey, a job request is raised for the site manager to review</p>	<p>Fire alarm renewal in summer 2020 – there will be flashing lights linked to the alarm to indicate the need to evacuate</p> <p>Site Manager to address some of the issues raised on the 2020 report</p>	<p>SCC</p> <p>SM</p>	<p>Testing due Aug 20</p>	
<p>Improve the delivery of information to</p>	<p>Our school uses a range of communication methods to</p>	<p>City Catering cater for special dietary needs based on information</p>				

pupils with a disability	ensure information is accessible. This includes: <ul style="list-style-type: none">• Internal signage• Large print resources• Braille• Induction loops• Pictorial or symbolic representations	provided by parents in person or on PRF Every class has an interactive whiteboard Most information is available electronically and can be converted to other appropriate formats				
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4. Monitoring arrangements

An annual health and safety audit will be carried out by the governing body on an annual basis. They will be conducted by 3 people with the following responsibilities:

H&S Governor	Focus on H&S and accessibility
Site Manager	Advisory capacity
Business Manager	Completion of H&S checklist

The H&S governor is to report back to WGB, providing a copy of the completed checklist and details of any remedial actions necessary.

Governance Health & Safety reviews will be held on a termly basis to review the checklist from the annual audit and monitor any action plan that was drawn up.

Site Manager will carry out weekly health and safety checks of the school site, interior and exterior, reporting any issues to the Headteacher.

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

The Headteacher and Governors will:

- Continue to seek and follow the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisers and of appropriate health professionals from the local NHS Trusts to support members of the school community
- Take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises
- Improving the availability of accessible information to pupils, staff, parents and visitors, making information available in various formats and within a reasonable timeframe

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
- Supporting pupils with medical conditions policy
- Lone Working
- Safeguarding
- Lettings
- Lost Child

6. Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	None – access by ramps internally & externally		
Corridor access	Wide and easy to negotiate	None		
Lifts	0	None		
Parking bays	Disabled bay next to main building and public space outside school gates	None		
Entrances	Pupils enter via external classroom doors. Main entrance is controlled by office staff via an intercom.	None		
Ramps	External and Internal	None		
Toilets	3 disabled toilets with wide doors and an emergency pull cord	Emergency lighting to be fitted	SBM/SCC	June 2020
Reception area	Main entrance is controlled by office staff via an intercom. There are 2 exits available with step free access	None		

Internal signage	Picture signs in large format	None		
Emergency escape routes	All but one class has direct access outside via steps/ramps. Exits marked.	None		