

## Monega Primary School Accessibility Policy and Action Plan

### Policy Creation and Review

Author(s)	<b>Katie Ives</b>
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Ratified by Governing Body	
Next Review Date	<b>September 2026</b>

#### Statement of Intent

Monega Primary School in an inclusive setting which is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage. Monega Primary School works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience. This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to access all educational life in the same way as their peers. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan. The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics and outlined in the Special Educational Needs and Disability Policy, Inclusion Policy and the SEND Information Report. This policy must be adhered to by all staff members, pupils, parents and visitors.

#### Legal Framework

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

- United Nations Convention on the Rights of the Child.
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children's 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 0-25 years.

### **Definition**

In line with the Equality Act 2010, “indirect discrimination” is defined as where a provision, criterion or practice is discriminatory in relation to a persons’ protected characteristics, where

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “protected characteristics” are

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex or sexual orientation
- Pregnancy or maternity
- Marriage or Civil Partnership
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A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out day to day activities.

### **Roles and Responsibilities**

**The governing body will be responsible for:**

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

**The head teacher will be responsible for:**

- Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board and in line with the school’s legal obligations and the principles outlined in this policy.
- Working closely with the governing board to effectively create and implement the school’s Accessibility Plan.

**The Inclusion Lead will be responsible for:**

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

- Ensuring that staff members are aware of pupils’ disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
- Working closely with the governing board and external agencies to effectively create and implement the school’s Accessibility Plan.

**Staff members are responsible for:**

- Acting in accordance with this policy and the Accessibility 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.

All staff members and governors will partake in whole school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions.

**Accessibility Action Plan**

Monega Primary School’s Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school.

The plan has the following key aims

- Full access to the curriculum
- Full access to the physical environment
- Full access to written information

The accessibility plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

<b>All pupils to have full access to the curriculum</b>			
<b>Target</b>	<b>Reasonable Adjustments</b>	<b>Responsibility and Time Frame</b>	<b>Success Criteria</b>
Effective communication and engagement with parents	Termly meetings with parents/carers (parents consultation evenings with class teachers) Termly IEP meetings and Annual review meetings with SENCO. Coffee Mornings	Inclusion Manager Class Teachers SLT Family Support Worker Ongoing	Parents/Carers are fully informed about progress and engage with target setting for their child’s learning.
Training for staff on increasing access to the curriculum for all pupils	Medical training i.e. Epi pen Intimate care policy and training for staff Training from in house speech and language therapist Access to and training from external agencies i.e. Complex learning needs team and Occupational Therapy. Training on adaption and learning styles.	Allocated training time for all staff SLT Inclusion Manager  Ongoing	Pupils are able to access full curriculum as their needs are fully met. Curriculum adapted according to learning style.

Effective use of resources, specialised equipment and environments to increase access to the curriculum for all pupils	Strategic deployment of support staff Use of technology e.g ipads liaising with SALT for the use of iPADS as a VOCA and programme Proloquo2go. Pupils to have access to resources as required e.g. sloping boards, wobble cushions, reading rulers, dual coding, visual supports, objects of reference, core vocab boards etc.	Inclusion team SALT (VOCA Training) ICT Technician Apps for iPad In place and ongoing	Positive impact on pupil progress, accessing the curriculum and communication. Removing barriers to learning.
Adaptations to the curriculum to meet the needs of individual learners	Implementation of adaption framework in all lessons. Personalised curriculums Individualised programmes i.e SALT/OT Specialist interventions.	SALT SENCO Class teachers In place and ongoing	The individual needs for all learners are met enabling positive outcomes and progress from individual starting points.
All after school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation for all pupils.	Risk assessments will be undertaken where appropriate. Providers will comply with all legal requirements. Deployment of support staff where required and when available.	Inclusion team After school club leaders SLT	Needs of all pupils are met in order to enrich experiences.
<b>All pupils to have full access to the physical environment</b>			
Access into and around the school including entrances and reception areas	Designated exits allow for accessibility i.e. ramps, door and corridor widths etc. Accessible toilets located towards the entrance. Future building work to include an elevator.	SLT Inclusion lead  Ongoing	Effective safe movement entering and exiting the building and within the building.
Development of playground and external areas and equipment.	Development of physical and social skills throughout the day and at unstructured parts of the day.	SLT Inclusion lead  Ongoing	All pupils are able to access equipment at playtimes that support physical development.
Improve signage to indicate access routes around the school.	Signs to indicate key places in the building and routes to exits using visual representation and dual coding.	SLT Inclusion Lead  Ongoing	All pupils have a greater awareness of how to move safely around the school environment.
Access to all educational visits for all pupils.	Planning through curriculum links Preliminary visits to venues to assess accessible facilities, assessing transport links and planning accessible routes.	Class teacher Educational visit co-ordinator Inclusion team SLT	Educational visits are fully accessible for all pupils.
<b>All pupils to have full access to written information</b>			
Information shared and accessible via school website, weekly newsletters and Arbor parent notifications	All pupils and parents to have access to all platforms to ensure access to information. Parent meetings Set up service in the school office Translated documents where required	Office Manager SLT Class teachers	Consistent delivery of information to pupils and their families.
Dual coding and visual resources to be made available to support learning and language development.	Core vocabulary boards Use of symbols and pictures in all lessons Proloquo2go programme on iPad.	Class teachers SALT Inclusion Lead	All children to access their learning with the reinforcement of visual representation as and when required.

## **Equal Opportunities**

The school strives to ensure that all existing and potential pupils are provided with the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan outlines any potential barriers believed to be negatively affecting the opportunities for SEND pupils. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take appropriate steps to ensure that the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to access the learning, reach their full potential and make progress from their individual starting points. The school will ensure that reasonable adjustments are made to allow all pupils full access to their educational experiences.

## **Monitoring and Review**

This policy will be reviewed on a three year basis or when new legislation or guidance concerning equality and disability is published. The governing board and the head teacher will review the policy in collaboration with the inclusion lead.