Morven Park Primary School

ACCESSIBILITY PLAN

This policy was updated: December 2024

This policy will be reviewed: January 2026

SEND Link Governor: Mr Mike Reid

SENCO: Mrs Olliffe

Our School Vision

We're all unique, together as One.

At Morven Park Primary School we want all children to enjoy school, to be challenged to achieve their very best and to become active members of the community. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' individual needs. We offer a broad and balanced curriculum and have high expectations for all children.

1. **Introduction to Schools' duties around accessibility for disabled pupils**

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced**,** implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.

- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2. **The Involvement of Disabled Children and Young People, Staff and Parents**

In preparing this Accessibility Plan, disabled people, including staff and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred communication such as Braille, audio tape, large print and the provision of information orally.

3. **Increasing the extent to which disabled pupils can participate in the school curriculum**

Through self-review and continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the wider life of the school. We offer a wide range of after-school clubs and educational visits for all pupils.

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. The school's SENCO is Mrs Olliffe.

The school works closely with specialist services including:

- Early Years Specialist Family Support Service
- Communication and Interaction team (KS2)
- Cognition and Learning team (KS2)
- Hearing Impaired Children's service / Teachers of the deaf
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Educational psychologists

4. **Improving access to the physical environment of the school**

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Morven Park Primary School.

5. **Improving the delivery of information to disabled persons**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

This Access Improvement Plan is reviewed annually by the School Governors.

Information on how to view this plan is included on the school website.

Appendix 1 Access Improvement Plan

Increasing access for disabled pupils to the school curriculum

Target	Lead People	Strategy/Action	Resources	Timescale	Success Criteria
Continue to increase confidence of all staff in adapting the curriculum to cater for the individual needs for pupils with SEND.	SENCO & Head Teacher	Be aware of staff training needs on curriculum access. Assign CPD for teachers and teaching assistants.	Training resources.	Ongoing and as required.	Raised staff confidence in strategies for curriculum adaptation and increased pupil participation.
Ensure all staff are aware of disabled access and PEEPs.	SENCO	Information sharing with all agencies involved with child.		As required.	All staff aware of individual needs.
Develop teacher understanding of dyslexia awareness. School to begin to work towards dyslexia kitemark.	SENCO Bridgett Thornhill, Notss CC	Autumn A 2024 – Teacher training, Introduction to dyslexia. Autumn B 2024 – Planning towards Dyslexia kitemark award.	Widget online – MO to collect quotes.	As required.	Morven Park will be a dyslexia friendly school.
All educational visits to be accessible to all.	EVC/ Headteacher	Ensure that staff follow guidance on making trips accessible. Ensure that each is suitable and appropriate.	Training.	As required.	All pupils in school able to access all educational visits and take part in a range of activities. Transport to be accessible for all.

Improving access to the physical environment of the school

Target	Lead People	Strategy/Action	Resources	Timescale	Success Criteria
The school SLT are aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	SENCO Headteacher.	To create access plans and personal emergency evacuation plans (PEEP) for individual disabled pupils as part of the inclusion process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process.	Admissions pack	As required.	Access plans in place for disabled pupils and all staff aware of pupils' needs. All staff, parents and governors feel confident their needs are met. Parents have full access to all school activities.
Layout of school to allow access for all pupils to all areas.	Headteacher / governors	Consider needs of disabled pupils, parents/ carers or visitors. School site plan is available in the school office.	Allocation of building funds as appropriate. Seek guidance from Nottinghamshire County Coouncil school access team.	As required.	Buildings are accessible by all.
Ensure access to all communal pulil areas.	Headteacher/ governors/ site manager / PDSS.	Construction work and modifications to take place to the following areas: - Centre entrance (new slope). - KS2 external doors to have automatic opening function. - Kingfisher door to have automatic opening function. - KS2 toilet doors to have automatic opening function. - Create disabled access cubicle within KS2 girls toilet.	Allocation of building funds.	December 2024	Disabled pupils are able to access all of the school site.

Improve signage and external access for visually impaired people.	Strategic Headteacher/ governors/ site manager/ SENCO	Add markers to support navigation of the building e.g. yellow strip to mark step edges.		As required.	All people to access the school's buildings.
Ensure all disabled pupils can be safely evacuated.	SENCO/ Headteacher	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.	PEEP	As required.	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure accessibility of access to ICT equipment.	SENCO/ ICT Coordinator	Alternative equipment in place to ensure access to ICT resources. SENCO to seek advice from Assistive Technology Team. Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils.	Funding if needed. Software may be required. Liaison with VI / HI teams.	Ongoing and as required.	ICT available, where appropriate, to meet the needs of children as appropriate.
Ensure hearing equipment in classrooms to support hearing impaired	LA Hearing Impaired team.	Seek support from LA hearing impaired unit on the appropriate equipment.	Advice and support from Teacher of the Deaf team.	Ongoing.	All children have access to the equipment.

Improving the delivery of written information to disabled pupils

Target	Lead People	Strategy/Action	Resources	Timescale	Success Criteria
Review information to parents/carers to ensure it is accessible.	Office Manager/ Admin Team	Provide information and letters in clear print and without jargon (as appropriate). School office will support and help parents to access information and complete school forms.		During induction/ ongoing.	All parents receive information in a form that they can access.
Improve the delivery of information in writing in an appropriate format.	SENCO/ Teachers	Provide suitably enlarged, clear print for pupils with a visual impairment. Seek advice from the VI team as appropriate.	Photocopiers.	As required.	Accessibility to reading materials for all.

Ensure all staff are aware of guidance on accessible formats.	SENCO	Guidance to staff on dyslexia and accessible information.	Training as required.	Ongoing.	Accessibility to reading materials for all.
Annual review information to be accessible as possible.	SENCO	Any child's plans to be shared with the child and family (verbally and written).		Ongoing.	Staff more aware of pupils' and parents' preferred method of communications.
Languages other than English to be visible in school and key messages to be translated into first language (Class Dojo).	SENCO	Information to be translated for parents.	Resources/ laminating pouches/paper.	Annually.	Confidence of parents to access their child's education. Raise awareness of MFL within school.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	SENCO	Access to translators, sign language interpreters to be considered and offered if possible.	Electronic translators.	As required.	Pupils and/or parents feel supported and included. Communication between school and pupils and parents enhanced.