

Morchart Bishop C of E Primary School

Accessibility Plan

2022-2024

Statement of Principle:

At Morchart Bishop C of E Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. Pupils should be provided with the opportunity to experience, understand and value diversity.

We are committed to reducing barriers to learning and to improving access to an inclusive education for all learners with special needs or disabilities. The school has a duty in law not to discriminate against children and young people with disabilities.

The definition of disability is

You're disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Physical or mental impairments can include Sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise:

- our duty under the Equality Act 2010

All schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
 - (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- Schools and LAs must:
 - not treat disabled pupils less favourably; and
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the ‘reasonable adjustment’ duty)
 - that Local Authority and school governors have the duty to publish Accessibility Strategies and Plans

Background and audit.

Curriculum

We are aware that there are areas of the curriculum to which disabled people may have limited or no access. Some areas present challenges for example PE if they have physical impairments, science and technology for visually impaired children or humanities if they have learning difficulties. Other issues affect the participation of disabled pupils, e.g., bullying, 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, in effect, all the school’s policies and procedures, written and under written.

Physical Environment.

Morichard Bishop CE Primary School was built in the mid-Victorian era and has been extended and remodelled over time. The main challenge of the site and building is the slope which leads to several staircases and steps making wheelchair access very difficult to certain areas of the school. A recent remodelling to the front entrance of the school has ensured good access to the front of the school and classrooms two and three. Classes one and four as well as the hall can only be accessed by ascending steps. Therefore, our school has a number of barriers to pupils in wheelchairs. We would need to respond to needs if and when they arise.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled people are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as IT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in schools' curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling and staff information and training.

Schools are expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to people with disabilities

This part of the duty covers planning to make information normally provided by the school in writing to its pupils - such as handouts, timetables, textbooks, information about school events - available to disabled pupils, parents and carers. This will include alternative formats such as other languages, Braille, audio tape and large print and also the provision of information orally, through

lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents'/carers' preferred formats.

Other related school policies and documents

Equality for disabled pupils is included as an explicit section in all of the school's policies and is supported by the school's other policies including:

- Curriculum policies
- Equality Policy
- Learning Behaviour Policy
- School Asset Management Plan
- Planning for school trips and excursions
- SEND policy
- Intimate Care Policy
- School Improvement Plan

Aims

Morched Bishop C of E Primary School aims to include all pupils, parents and carers including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly

- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils, parents and carers with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people
- explore the use of new technologies to support pupils in the classroom

Actions to ensure equality for pupils with disabilities

1) The Morchard Bishop C of E Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted as appropriate. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Morchard Bishop C of E Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

2. As a result of the review we:

- write an action plan which includes targets
- make the policy and targets known to all teaching and ancillary staff, pupils and parents
- monitor the success of the plan
- the plan will be reviewed annually by Headteacher and Governing Body.

3. The Woodleigh Governing Hub will report on how targets have been met in their minutes (and what impact they have had on the achievements of pupils with disabilities).

Monitoring

Morichard Bishop C of E Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. (Essentials are in **Bold** type)

We will monitor:

- Admissions**
- Attainment**
- Attendance**
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions**
- Response to teaching styles/subject
- SEND Register**
- Setting/groups
- Effects of any interventions**

- ❑ Extra-curricular activities
- ❑ Homework
- ❑ Number of pupils participating in summer schools including those for the very able and gifted (if appropriate)
- ❑ **Selection & recruitment of staff**
- ❑ **Governing Hub representation**
- ❑ Parents attending consultation meetings
- ❑ Parents' involvement in the life of the school (repreSENDtation on PTA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Publications for Guidance

Equality Act 2010

SEND Code of Practice 2014 (updated May 2015)

Detail of Accessibility Plan for 2022 onwards

1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services. Our school site is particularly challenging as it is a Grade 2 listed building on a slope.				
	Targets and intended outcome	Strategies	Outcome	Time frame

Short Term	Delivery of information: Availability of written material in alternative forms.	Provide alternative format of national, LA and school documents on request. Publish this availability in the school prospectus and Website. Advice on hearing support from local team.	Written information available in other formats.	As requested
Medium Term	Increase physical accessibility of school by incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments To improve access via the rear playground	Seek advice from LA Sensory support service on appropriate colour schemes and blinds To work with the Trust on levelling back playground and adding disabled access	To make classrooms more "user friendly" for visually impaired pupils.	Ongoing, as redecoration and replacement of signs takes place.

Long Term	School plans to improve access to designated areas over successive financial years	Planned use of delegated capital resources in liaison with Trust in order to provide ramps and toilet facilities /when necessary	Exploring replacement of steps to the hall with a ramp.	Summer Term 2024
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2. Increase the extent to which vulnerable/ disabled pupils can participate in the school's curriculum.				
	Targets and intended outcome	Strategies	Outcome	Time frame
Short Term	One pupil with specific needs in school at present. Staff training through Ups and Downs and LA/MAT specialists.	SENDCo to organise support and training from the named organisations. Regular contact with these organisations.	Training included 2x input from Ups and Downs included attachment theory, behaviour management from LA, play therapy from local provider. Ongoing.	Ongoing
Medium Term	Improved access to the curriculum by providing training for teachers on differentiating the curriculum for disabled pupils	When pupils with specific disabilities are expected, provide immediate access to appropriate training and advice through school Improvement budget as a priority	Quality First Teaching to all pupils in all classes	Ongoing as a continuing training priority by 2022/3
Long Term	Ensure that classroom support is available to disabled pupils so that they can play a full role in the life of the school	Deploy LSA support from school budget in order to allow pupils to join lunch time clubs, after school activities and to take part in residential activities.	No pupils is barred from an aspect of school life because of a disability, although behaviour difficulties may at times restrict access to certain aspects of the curriculum on safety grounds.	On going, when such pupils arrive at the school

3. Improve the delivery of information to pupils with disabilities.				
	Targets and intended outcome	Strategies	Outcome	Time frame
Short Term	Delivery of information: Availability of written material in alternative forms	Provide alternative format of curriculum resources, handouts, AVAs, text books etc for disabled pupils according to the disability e.g. larger print, clearer font, audio tape, ICT format. Make sure vulnerable pupils attend school and those who can't (Medical grounds) attend online meetings.	Written information and worksheets available in other formats. Use of electronic screens and appropriate software.	As necessary.
Medium Term	Delivery of information: Availability of curriculum materials in alternative forms for parents with disabilities.	Ensure that all parents with disabilities are able to help pupils with their homework by providing alternative versions of homework tasks (as above) for parents. Provide curriculum information e.g. class newsletters in alternative forms	Disabled parents fully involved in helping their children with school work.	As necessary..

Long Term	Access to written information around school site	Provide non visual guides to assist pupils using the building to be involved with display and emergency information e.g. tactile display - awareness of confusion or disorientation of pupils with epilepsy or autism etc.	Disabled pupils can be involved in the appreciating the display of work and in knowing the information displayed around the building	As necessary.
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