

Matthew Arnold Primary School and Dingle Lane Children's Centre



Accessibility Plan 2015-18

Date: September 2015

Review date: September 2018

Matthew Arnold Primary School Accessibility Plan– 2015 to 2018

1. Statement of Intent
 2. Aims and Objectives
 3. Current good practice
 - Physical Environment
 - Curriculum
 - Information
 4. Access Audit
 5. Management, coordination and implementation
 6. Action Plan
1. **Statement of Intent**

Under the Equality Act 2010 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Matthew Arnold Primary School the Plan will be monitored by the Head teacher and Senior Leadership team and evaluated by the Premises/Health and Safety Governors’ committee. The current Plan will be attached to this document.

At Matthew Arnold 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.

1) The Matthew Arnold Primary School Accessibility Plan has been developed and drawn up based upon current information about pupils, parents, staff and governors of the school. 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, and will similarly be published on the school website.

3) Matthew Arnold 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.

4) The Matthew Arnold Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the

physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Matthew Arnold Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum, medical need and information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Emergency Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs and Disability Policy

8) The Accessibility Plan for physical accessibility relates to the access of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Buildings and Finance Committee and Premises/ Health and Safety Committee.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2.Aims and Objectives

Our Aims are:

- To increase access to the curriculum for pupils with a disability
- To Improve and maintain access to the physical environment
- To improve the delivery of written information to pupils
- To fully meet the medical needs of children in our care

Our objectives are detailed in the Action Plan below

3.Current good practice

We aim to ask about any SEND, additional or medical needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information regularly and have an open door policy to enable parents to share views or concerns, we also have parents' evenings twice a year.

Physical Environment

ALL pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All children can access the parts of the school that they need to with little or no adult assistance.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are very aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. Other issues affecting the participation of pupils, for example medical need are addressed through the relevant policies; administration of medicines, the provision of intimate care etc.

Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available.

4.Access Audit

The school is a two storey building. There are wide corridors and several access points from outside (downstairs). All main entrances along with the external doors are on one level and accessible to wheelchair users (downstairs) and there is a lift to the rear of the main school building for upstairs access

Internal doors are wheelchair accessible and a disabled toilet are available. These are fitted with a handrail and a pull emergency cord.

Main parking for parents is on the road. Access to the staff car park with ready access to the main entrance of the school is available for pupils or parents who use a wheelchair or who are disabled badge holders. The school has internal emergency signage and escape routes are clearly marked..

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.

- The Governors and Senior Leadership Team will work closely with the Local Authority.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Curriculum Access	Provide additional I.T equipment so that pupils who need them to access curriculum	To look at resources we have available and identify any additional needs	Better use of facilities as a teaching resource.	End of Summer Term 2016	Achieved. New policy and the development of laptops/ipads in place (autumn 16)
Curriculum Access	To ensure that SEN children are fully supported to access curriculum	LA support on differentiation, additional reading materials, the further development of arts (and then arts therapy in school)	Pupils have the required level of support. Structured transition processes are in place	Ongoing	
Physical Environment	To introduce improved security to ensure safety of pupils To create a learning resource area in the foyer To develop aspects of a therapeutic school	Liaise with Property Services re: funding and contracting	To ensure that all wheelchair users have full access to the building	Sep 16-spring 17	Much work implemented in summer 16 Therapeutic school? From spring 2017 onwards

	<p>(including a sensory space for children in moments of stress</p> <p>To further develop communication friendly spaces in EYs</p>				
Medical Need	To ensure that the medical needs of new pupils are met fully within the capability of the school.	To conduct parent discussions, liaise with external agencies, identifying training needs and establish individual plans where needed.	For medical needs to be fully met	As new children are known to be arriving.	