

Mickle Trafford Village School



We care, we learn, we belong

Accessibility Policy and Plan

Date of policy	Spring 2019
Date for Review	Spring 2022
Signed Headteacher	
Signed Chair of Governors	
Date policy approved by School Governing Body:	Sub A 7.3.19

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Action plan	4
4. Monitoring arrangements.....	10
5. Links with other policies.....	10

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 pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Mickle Trafford Village School is an inclusive school and aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We Care, We Learn, We Belong

This vision statement guides all that we strive for at Mickle Trafford Village School. We are committed to being lifelong learners who care about everyone in our school community. We strive to provide a nurturing environment in which every member of our school community feels as if they belong and where they are enabled to grow and succeed.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

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
Ensure maximum access to the curriculum for pupils with a disability	<p>Our school aims to work in collaboration with parents and professionals to ensure that our curriculum is inclusive and every child has access to a broad range of experiences</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include some 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.</p> <p>Regular training, CPD opportunities and support from inclusion specialists for classroom</p>	<p>Short Term</p> <p>Increased awareness for all staff of the access needs of disabled children in our school – 2019- TRAINING COMPLETED BY Teachers/ TAs and MDA regarding ASD / PDA/ HEARING TEAM and liaison regarding addition needs of children with mobility issues</p>	<p>In coloration with parents, OT, physiotherapy and the hearing team create plans for individual children as part of SEND support process. Share and adapt plans with key staff and cascade information to all staff including MDAs</p> <p>Review curriculum maps to enhance provision by raising awareness of the positive impact people with SEND have had, and continue to have, across</p>	<p>CT /KB</p> <p>KB / JC / SLT</p>	<p>Ongoing as new information is gathered. SEND profiles updated at least termly</p>	<p>Plans in place for all disabled pupils so that whenever possible every child can fully access the curriculum. When this is not practical, tasks are adapted to allow maximum levels of participation. Key staff aware of all needs, all other staff (including MDAs) have an outline understanding of the specific needs of SEND children</p> <p>Revised curriculum maps reflect the diversity of society and offer positive role models for all children including those with disabilities</p>

	<p>practitioners is ongoing</p> <p>Children with disabilities are supported to use the outdoor areas safely</p> <p>Trip planning documents include space for risk assessments of SEN/Disabled pupils and space to justify any reasonable adjustments or possible procedures for exclusion if reasonable adjustments are not sufficient for safe participation</p>	<p>Medium Term</p> <p>In redeveloping the school curriculum opportunities are sought to include persons of note who have positively impacted society across different aspects – sport, music, science and business</p> <p>Long Term</p> <p>Ensure that the playground has resources that are suitable for children with disabilities</p> <p>Ensure trips and residential visits are inclusive for all and where necessary are adapted to meet the needs of all participating children</p> <p>(Except in exceptional circumstances when there are serious safety concerns which cannot be overcome through reasonable adjustment)</p>	<p>many aspects of society.</p> <p>Audit the playground for accessibility and activities offered to children with disabilities.</p> <p>Improved provision for outside areas has regard for fair access for all</p> <p>Review regular visit venues and explore possibilities for additional activities with staff based in outdoor activity centres</p>	<p>SLT /SENDCo/CT</p>	<p>Outdoor provision is accessible for all</p> <p>(although additional adult support may be necessary for some equipment for children with a disability)</p> <p>More outdoor equipment can be used by all regardless of disability</p> <p>Organised trips and residential visits are inclusive for all children – potential accessibility issues are identified early and the necessary adjustments to programmes / trips are made. Risk assessments are in place and the safety of all children and staff is the highest priority</p>
--	---	---	--	-----------------------	---

<p>Improve and maintain access to the physical environment</p>	<p>Designated disabled parking</p> <p>Adapted work practice to accommodate adults additional needs as necessary – including work space and integration with children</p> <p>The environment is adapted to the needs of adults and pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Additional adult support for children to move around school • Ramps • Corridor width • Removal hazards – tidy cloakrooms etc. • Disabled toilets / adapted toilets with additional rails • Specialised / adapted classroom furniture and equipment purchased in line with professional advice • Classrooms designed to support ASD needs – egg chairs/ quiet areas / workstations etc. • Named children on fire evacuation policy are given direct support 	<p>Short Term</p> <p>Ensure any planned refurbishment of surfaces does not hamper access for staff and children with disabilities – NEW pathway suitable for all children</p> <p>Add additional railing to support independent moving round school</p> <p>Review access to toilet/ handwashing facilities</p> <p>Review suitability of seating for children with disabilities</p> <p>Medium Term</p> <p>Review existing building areas with key stakeholders to identify improvements including lighting</p> <p>Ensure toilets are suitable for ambulant disabled users and plans are updated for individual pupils</p>	<p>Meeting with suppliers to ensure that new floor covering is robust, hardwearing and practical so that joins remain fixed etc. and do not cause issues that pose risks to children</p> <p>Ongoing reviews, including meetings with professionals, to improve taps / access to toilets / grab rails / furniture etc. so that children with disabilities become independent</p> <p>Create individual plans to address toileting issues as appropriate</p> <p>SLT / Governors meeting time allocated to inspect school premises and identify areas for improvement</p> <p>Ongoing assessment of the suitability of toilet and washing facilities</p>	<p>CT /SENDCo/ AR/SLT</p>	<p>New surface area in FS is safe for children with disabilities.</p> <p>Additional grab railing/ raised platforms in toilets allow greater independence for disabled pupils / seating is suitable in different areas of school (classroom, hall, eating etc.)</p> <p>Additional grab rails installed at critical points / unsuitable rails replaced to ensure greater independence of movement around school</p> <p>All children able to access sinks</p> <p>Governors and SLT have allocated funds to improve the school environment for all children with specific regard for meeting the needs of disabled pupils – provision of a shower room, access to toilets and lighting improvements has been reviewed in light of the</p>
--	---	--	---	-------------------------------	--

		<p>Review provision of washing facilities</p> <p>Long Term</p> <p>Access to school field via infant area is improved</p> <p>Fire alarm – check whether children with hearing impairment need additional stimulus</p>	<p>Get quotes for creating appropriate access to school field so that all pupils can access the school field safely from the KS1 playground</p> <p>Ongoing checks to establish that children with hearing loss are able to hearing the fire alarm – put into place additional stimulus if hearing the alarm is problematic</p>			<p>needs of current cohorts</p> <p>All children and adults can access the school field safely</p> <p>All children and adults can hear the fire alarm – if tests show that this is not the case additional stimulus has been added to classrooms and corridors</p>
<p>Improve the delivery of information to service users and pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Visual timetables • Behaviour systems – visual and verbal • Appropriate seating arrangements in classrooms and hall • Liaison with hearing team / 	<p>Short term</p> <p>Ensure visual prompts are in place to support children with hearing impairment</p> <p>Ensure access to full curriculum and out of school activities for hearing impaired children</p> <p>Website to be accessible to people with disability</p>	<p>Review internal and external signage</p> <p>Close collaboration with hearing team and parents to ensure that children have the best chance to hear the inputs of adults and peers and are not disadvantaged unnecessarily</p> <p>Information for professionals, parents and</p>			<p>All users can access website</p> <p>All users can access verbal communication</p>

	<p>ASC Team and other professionals to ensure communication is effective</p> <ul style="list-style-type: none"> • Large print resources/ coloured paper exercise books / overlays • Pictorial or symbolic representations and timetables • Use of simplified fonts • Letters home to be in “plain English” • Website template optimized to enable easy reading 	<p>Medium term</p> <p>Ensure access for hearing impaired children/visitors</p> <p>Ensure key documents are in easy to read format and support is offered to (admission forms etc)</p> <p>Long Term</p> <p>Create appropriate spaces to meet the needs of all (intervention spaces/ meeting rooms/ break out spaces) where whiteboards available for visual timetables / hearing loop installed and partitioning is in place to reduce disruption from other areas of school</p>	<p>children is fed back to all stakeholders including teaching staff, TAs, MDAs, outside providers and children</p> <p>Audit intervention/ meeting areas to provide space with reduced noise (i.e. with little through traffic / corridors)</p> <p>Review text on website to ensure it is easy to read</p> <p>Review the need to install of induction loops – liaise with hearing team to establish the best option</p> <p>Audit intervention/ meeting areas to identify additional indoor and outdoor spaces that would provide improved work/ SEND facilities and improve that outcomes for all</p> <p>Cost additional resources to support children and adults with disabilities dependent on needs of current cohort but with</p>			<p>All users can safely navigate footpath</p> <p>All children access intervention in spaces with minimal outside noise – children with hearing impairment are prioritised for areas in school that are more adapted to meet their needs</p> <p>If necessary induction an induction loop has been installed</p> <p>School is able to provide areas for a range of purposes that are appropriately resourced to meet the needs of children and adults with disabilities</p>
--	---	--	--	--	--	---

			high regard for hearing impairment and ASC and mental health needs			
--	--	--	--	--	--	--

4. Monitoring arrangements

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

It will be discussed by the curriculum and safeguarding committee and approved by the Governing Body. An accessibility audit will be completed annually in the summer term see appendix 1

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