

Mousehold Infant & Nursery School



Title:
Accessibility Plan

Subject Leader/Contact Person:

Ian Tolson

This plan has been developed, reviewed & adopted as follows:

	Date of Draft	Date Agreed	Date of Review	Date of Review	Date of Review
Staff	March 2021		September 2024		
Trustee					

School Aims:	Respect, Help, Learn, Enjoy, Achieve.
School Self Review:	<ul style="list-style-type: none"> How high are standards? Pupils' attitudes, values & personal development. How well are pupils taught? How good are curricular & learning opportunities? How well does the school care for its pupils? How well is the school led & managed? How well does the school work in partnership with parents? How effective is the school?

Signed: _____ by Rebecca Westall

Signed:  _____ on behalf of Trustees

Accessibility Plan 2021 - 2024

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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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including

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.

This policy complies with our funding agreement and articles of association.

Statement of intent

This plan should be read in conjunction with Inclusive Schools Trust Accessibility Policy and our School Development Plan. This document outlines the proposals of Inclusive Schools Trust and the schools within the Trust to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

As stated this plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the Trust and our school must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Trust Board recognises its responsibilities towards employees with disabilities and our school will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- Rebecca Westall (Headteacher) and other relevant members of staff
- Trustees
- External partners

This plan is reviewed every three years to take into account the changing needs of the school and its pupils, or earlier if the school has undergone significant refurbishment.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Short term	Equality and Inclusion	EYFS staff to undertake signalong training to meet needs of specific children. All staff to use basic agreed signs with all children	All Nursery staff, Reception TAs and staff working with children who are learning signalong	Summer Term	Communication will be improved with one child in particular who relies on signing. Other children will be able to communicate basic needs and emotions	
	Enrichment	The school continues to develop curriculum enrichment to ensure the diversity of school community is reflected	Strategy groups	Autumn Term ongoing	PATHS is embedded into the curriculum Full curriculum access, which values and includes all pupils regardless of their education, physical,	This has been achieved

					sensory, social, spiritual and emotional needs.	
	LSP's	The classteacher and the SENCO will work together to adapt a pupil's Learning Support Plan (LSP's), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.	Teachers and SENCO	Termly - ongoing	Teachers have LSP's for all SEN children in their class, which are updated termly and shared with parents	
Medium term	Equality and Inclusion	Staff to attend training on relevant issues e.g. ASD, downs syndrome	All staff	ongoing	All staff have an up to date understanding of different area of special needs	Staff received Epilepsy training 13/11/20 Physio training from Physio Therapist 1/10/20 SALT – signalong training Autumn Term

						Eating and Drinking Difficulties training –ECCH 21/09/20
	Equality and Inclusion	Staff to understand and begin to implement the 2014 Code of Practice through training and advice from SENCO	All staff	Ongoing Termly SEN bulletins Termly SEN staff meetings	All staff understand the code of practice and implement it in their daily practice.	
Long term	Equality and Inclusion	School to submit bids for top up funds to support high needs learners	SENCO	Started Autumn 2020	High needs children have the funding required to support them.	Top up funding received Autumn and Spring term 2021

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome criteria	Review
Short term	Classroom placement	Pupils to be allocated to classrooms suited to needs	SLT	ongoing	All children are placed in a classroom setting suitable for their	

		e.g. no steps, less open plan			needs To accommodate the needs of people with disabilities where practicable.	
Medium term	Accessibility audit	Carry out physical accessibility audit of the school and make reasonable adjustments were necessary according to specific needs	SENDCO	Spring term 2019 Reviewed Spring Autumn 2020 Reviewed Spring 2021	All pupils are able to access education To accommodate the needs of people with disabilities where practicable.	External review carried out by Occupational Therapy 12/10/20
Long term	Improvements to help the visually impaired	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory	SEND & Site manager	Ongoing Review each September	All pupils are able to access education To accommodate the needs of people with disabilities where practicable.	

		Team where applicable				
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Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Communication	Easy read accessible leaflets are produced for key documents	Office staff and SLT	Ongoing	Key documents are accessible to all parents	
	Communication	Interpreters and translation to continue to be used	Teaching staff	Ongoing	All parents have equal opportunities to liaise with school staff	Languageline services account as part of the trust
	Communication	Information and messages to be sent using a variety of media. Parents with needs to be quickly identified and supported with communication	Office staff and SLT	Ongoing	All parents have access to school newsletters etc	
Medium term	Communication	Changes in communication technology regularly reviewed	Office staff and SLT	Ongoing	All parents have access to school newsletters etc using up to date technology where	

					appropriate	
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