

	MONKLEIGH PRIMARY SCHOOL		
	ACCESSIBILITY PLAN 2021-2025		
Date adopted	March 2021	Version	Mar21
Last Review		Review Cycle	4 years
Author/Owner	FGB	Review	2025

**This plan was updated / adopted by the Governing Body of Monkleigh Primary School
On 2nd March 2021**

Signed: _____ (Chair)

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 Monkleigh Primary School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Monkleigh 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.

Monkleigh Primary School has been described as having a ‘welcoming and delightfully happy environment in which pupils thrive and want to do their best.’ We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own ‘learning adventure’. 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’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Monkleigh Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Monkleigh Primary School has been in its current location since 1875. The original Victorian single storey building houses class 2. A single extension houses class 3, cloakroom and toilets. This area has disabled access. A Disabled toilet is available here. A separate Devon Lady houses class 1 and class R and a toilet. Class 1 has disabled access.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. 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 broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	How will we know?	Success criteria
Identify pupils with needs		Ongoing			
Understand current & future demand for resources					
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	SENDCO	Lesson observations	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENDCO	Lesson obs Performance Management Weekly staff meetings	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENDCO	Weekly staff meetings	All staff aware of individuals needs
Use appropriate ICT software to support learning (Equality Objective 1a: to ensure that additional ICT software is available as required)	Make sure software installed where needed	As required	ICT	Learning walks	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	EVOLVE Risk Assessments	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all (Equality Objective 3: Develop PE intervention group (including oracy principles, healthy choice and awareness of fitness) for children needing additional support in PE)	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE co-ordinator	Learning walks Lesson obs	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Monkleigh School is continuing to grow and develop - It is hoped that in the one day we will be able to expand the buildings and to improve the facilities.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	How will we know?	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the DAF process when required	As required	SENDCO	Health & Safety Walks	DAFs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher		All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher		Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher		Access issues do not influence recruitment and retention issues
	Ensure staff aware of Environment Access Standard				
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site senior/ School Surveyor	Learning walks	Re-designed buildings are usable by all
Ensure access to reception area to all	Improve access to reception area during any re-design	Consider in any new development	Head Teacher	Learning walks	Disabled parents/carers/visitors feel welcome
	Develop system to allow entry for wheelchair users				
Improve signage and external access for visually impaired people	Yellow strip mark step edges	Ongoing / as needed	caretaker	Health & Safety Walks	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	SENDCO	Evacuation practice	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop a system to ensure all staff are aware of their responsibilities	Each Sept	SENDCO		

Ensure accessibility for use of IT equipment (Equality Objective 1b: to ensure that childrens' needs are met through access to and provision of suitable IT equipment to support learning.)	Alternative equipment in place to ensure access to all hardware	On-going and as required	ICT	Learning walks	Hardware and software available to meet the needs of children as appropriate
	Liaise on information with regard to any visual impaired and hearing-impaired pupils	Software may be required as required			
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing-impaired unit on the appropriate equipment	As required	LA hearing officers	Fire practices	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate	LA	Fire practices	All disabled staff, pupils and visitors able to have safe independent egress
	visual check	Weekly	Site Senior		

Improving the delivery of written information to disabled pupils

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. The school's ICT infrastructure will enable us to access a range of materials supportive to need

Targets	Strategies	Timescale	Responsibility	How will we know?	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	office	Feedback from parents	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	School Office	Website / newsletters	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Current	Office/ Website design team		All parents understand what the headlines of the school information are
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office		Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENDCO		Staff produce
Annual review information to be as accessible as possible	Develop child friendly DAF review formats	On-going	SENDCO		Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual – if required by families with EAL	As required	EAL co-ordinator		Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCO		Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	As necessary	Office		All can access information about the school