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Due for review: July 2019

**MORETON**

**C of E**

**PRIMARY SCHOOL**

**Accessibility Policy**

### Moreton C of E Primary School Accessibility Policy

#### Moreton C of E Primary School has been described as having “distinctively Christian values which are well embedded and lived out by both pupils and staff in its daily life and work”. 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 this Plan

#### This plan shows how Moreton C of E 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 affect 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**

Moreton C of E Primary School has been in its current location since 1821. The original Victorian single storey building is still used today and houses 2 out of our 7 classrooms. Since 1821 the school has been extended numerous times and now our main building now has an additional 4 classrooms, the hall, offices and staff rooms. Externally, the school has a new year 6 classroom with toilet facilities, built in 2013 and an old demountable classroom that is used as a library and music room. There is also a small cabin which is currently used for group work, this room is not currently fully accessible, however, could be made so by the use of a portable ramp if required. We have 2 disabled toilet facilities, one for use by children and the other adult sized.

Access to the Victorian part of the school underwent modernisation in recent years and now the school has wheelchair access throughout.

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. We have a small number of pupils and parents who have a hearing impairment and physical and neurological impairment.

**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.

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| Target | Strategies | Time Scale | Responsibility | Success Criteria |
| Increase confidence of all staff in differentiating the curriculum | Be aware of staff training needs on the curriculum accessAssign CPD for Dyslexia, HI, PNI differentiation and recording methodsOnline learning modules if required | On-going and as required | SEN Co | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure classroom support staff have training on specific disability issues | Be aware of staff training needsStaff access to appropriate CPDOnline learning modules if required | As required | SEN Co | Raised confidence of support staff |
| Ensure all staff are aware of disabled children’s curriculum access | Set up a system of individual access plan for disabled pupils when requiredInformation sharing with all agencies involved with the child | As required | SEN Co | All staff aware in individuals needsUse ICT software to support learning |
| Use ICT software to support learning | Make sure software installed where needed | As required | ICT | Wider use of SEN resources in classrooms |
| All educational visits to be accessible to all | Develop guidance for staff on making trips accessibleEnsure each new venue is vetted for appropriateness | As required | HT/EVC | 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 | Gather information on accessible PE and disability sportsSeek disabled sports people to come into school | As required | PE Co | All to have access to PE and be able to excel |

**Improving Access to the Physical Environment of the School**

Moreton C of E Primary School is continuing to grow and develop - we have plans for a new school hall and new classrooms. It is hoped that in future we will have room for a sensory unit and more small group work rooms.

Specific provisional needs, which are stated in a pupil’s Educational Health and Care Plan, 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 school’s improvement planning process is the vehicle for considering such needs on an annual basis.

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| Target | Strategies | Time-Scale | Responsibility | Success Criteria |
| The school is aware of the needs of disabled pupils, staff and Governors, parent/carers and visitors | To create access plans for individual disabled pupils as part of the SEN process when require Be aware of staff, Gov’s and parents access needs and meet as appropriateThrough questions and discussions find out the access needs of parents and carers through newslettersConsider access needs during recruitment processEnsure staff aware of Environment Access Standard | As required At induction and on-going if requiredAnnuallyRecruitment Process | SEN CoHTHTHT/Bursar/Gov’s | SEN paperwork in place for all disabled pupils and all staff aware of pupils needsAll staff and Gov’s feel confident their needs are metParents have full access to all school activitiesAccess issues do not influence recruitment and retention issues |
| Layout of school to allow access for all pupils to all areas | Consider needs of disabled pupils, parents and carers or visitors when considering redesign | As required | HT, Gov’s, Site Manager, School Surveyor | Re-designed buildings are usable by all |
| Ensure access to reception area to all | Improve access to reception area during any re-designDevelop system to allow entry for wheel chair users | Consider any new development  | Site Manager, HT/ Gov’s/ School Surveyor | Disabled parent/ carers, visitors feel welcome |
| Improve signage and external access for visually impaired people | Yellow strip mark step edges | On-going | Site Manager | Visually impaired people feel safe in school grounds |
| Ensure accessibility of access to IT equipment | Alternative equipment in place to ensure access to all hardware including hallVI/HI on information with regard to the V and HI pupils | On-going and as requiredSoftware may be required | ICT | Hardware and software available to meet the needs of children as appropriate |
| Ensure all disabled pupils, can be evacuated safely | Put in place Personal Emergency Evacuating Plan (PEEP) for all pupils with difficultiesDevelop a system to ensure that all staff are aware of their responsibilities | As requiredEach September | SEN CoSEN Co | All disabled pupils and staff working alongside of them are safe in the event of a fire |
| Ensure hearing equipment in the classrooms to support HI pupils | Seek support from LA, HI unit on the appropriate equipment | On-going | LA, hearing officers,Specialist Teacher Team | All children have access to the equipment |
| All fire escape routes are suitable for all | Make sure all areas of school can have wheelchair accessEnsure all emergency routes are clearly signposted | On-going and as requiredWeekly | LASite Manager | All disabled pupils, staff and visitors able to have safe independent egress |

**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, text books 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 as required. The school’s ICT infrastructure will enable us to access a range of materials supportive to need.

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| Targets | Strategies | Time-Scale | Responsibility | Success Criteria |
| Review information to parents/ carers to ensure it is accessible | Provide information and letters in clear print in “simple” EnglishSchool office will support and help parents to access information and complete school formsEnsure website and all documents accessible via the school website can be accessed by the visually impaired | During InductionOn-goingCurrent | Office/EY teamSchool OfficeOffice/website  | All parents receive information in a form that they can accessAll parents understand what is happening at school |
| 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 | SEN Co | Staff produce their own information |
| Annual review information to be as accessible as possible | Develop child friendly SEN paperwork review formats | On-going | SEN Co | 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 | 2017 | HT | Confidence of parents to access their child’s education |
| Provide information in other languages for pupils or prospective pupils who may have difficulties with hearing or language barriers | Access to translationsSign language interpreters to be considered and offered if possible | As required | SEN Co | 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 requirements for access by person with visual impairmentEnsure prospectus is available via school website | 2017 | Office | All can access information about the school |