

Mandale Mill Primary School



Accessibility Plan (including Equality Objectives)

Status	Date
Date issued	September 2017
Prepared by	Miss L Moore
Review date	September 2020
Date adopted by Governing Body	

Making an Impact on Lifelong Learning

Mandale Mill Primary School

Accessibility Plan

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.

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. We are a L1 Rights Respecting School and our Core Values underpin everything we believe in. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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 pupils, parents, staff and governors of the school.

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
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include 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>	<ul style="list-style-type: none"> • Ensure that all school trips/visits (including residential) are accessible for pupils with learning / physical disabilities • Ensure that after school clubs are accessible for all pupils and are compliant with legislation. 	<ul style="list-style-type: none"> • Policy review • Trips and activities pre planned with parents to ensure access • Advance visits • Risk Assessments for individual children where appropriate • Ensure access is available for all pupils including those with physical or sensory disabilities 	Headteacher SLT	December 2017	100% of children will access school trips and after school clubs

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Automatic Doors • Lift • Fully adapted hygiene room (including hoist) • Corridor width • Disabled parking bays • Accessible toilets on both floors • Pager for hearing loss (fire alarm) 	<p>The school has recently opened (April 2016) and fully meets all the requirements for the Equality Act 2010. The school is a PFI building and contractors have a rolling programme which will ensure we continue to meet the needs of this act.</p>				
<p>Improve the delivery of information to 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"> • Large print resources • Induction loops • Pictorial or symbolic representations 	<ul style="list-style-type: none"> • Ensure all parents and pupils can access information • Develop a stronger parent partnership by 	<ul style="list-style-type: none"> • Written information to be provided in different formats if necessary • Complete action plan 	<p>Headteacher SLT PSA</p>	<p>Autumn Term 2017</p> <p>July 2018</p>	<ul style="list-style-type: none"> • Parents will be aware of the school curriculum and how they can support in a better way

	<ul style="list-style-type: none">• Marvellous Me and School Texting Service	working towards Leading Parent Partnership Award				
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Resources Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy