

Accessibility Plan



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Belong. Believe. Become.

Mandale Mill Primary School Accessibility Plan

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.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘A person has a disability 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 carry out normal day to day activities’.

The definition of disability under law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

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’.

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.

Vision and Values

At Mandale Mill we are an inclusive school, committed to giving all of our children the opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad, balanced and ambitious curriculum and have high expectations for all children. We seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Pupils with disabilities are fully included in the life of the school. They participate fully in the curriculum, and are fully involved in school and residential visits.

School is organised onto two floors and is fully accessible. There is a spacious lift to support access to the upper floor. Accessible toilets are throughout the building and the ground floor hosts a fully accessible (with walk in hoist facility) hygiene room. This wet room features a walk in shower, foldable raised bed for changing and a toilet. This room is accessed from the nursery or the main corridor. Corridors in school are wide and the stairwells are fitted with dual bannisters. Access to school grounds is via a wide gate, with no further pathway or width restriction. School has two disabled parking bays to the front of the building, with wide door access through the main school entrance. The car park also features a layby with drop down kerb to support access further.

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.

Views of those consulted during the development of the plan

We will consult annually with pupils, parents and staff on whole school issues. This will form part of the pupil and parental questionnaires.

We meet parents formally in Autumn and Spring Term to discuss the progress of children academically and socially. Parents are offered a third opportunity to meet with teachers and school staff in the Summer Term.

Complaints Procedure

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.

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 (SEND) information report;
- Supporting pupils with medical conditions policy;
- Administration of medicines policy.

Mandale Mill Accessibility Plan 2022 -2025

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and whilst a three year plan, this will be reviewed annually.

Access to the curriculum				
Action	Person Responsible	Timescale	Monitoring	Outcomes
To make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities.	Class Teachers	July each year as part of transition and preparation. Reviewed throughout the year.	SENCO / HT	Children with disabilities are able to fully access the curriculum.
Ensure that any necessary specialist equipment is available to support children with disabilities. Review reports from professionals to determine what is needed.	HT / SENCO	As needed by children, particularly with EHCPs SEND budget.	Class Teachers / HT	Children with disabilities are well supported in school.
When planning for the curriculum, consideration is given to children with disabilities.	Class Teachers / Subject Leaders	September 2022 and ongoing	Monitoring schedule completed by SLT and Subject Leaders	Disabled learners learn effectively and make good progress in all curriculum areas

When planning / reviewing the curriculum, resources consider the needs of disabled learners to ensure accessibility to the curriculum. Ensure the disabled community are represented within teaching resources.	Subject Leaders	Annually as part of curriculum review in Summer Term	SLT	Class teachers have the appropriate resources to meet the learning needs of disabled learners and as a result disabled learners make good progress.
When planning educational visits, residential and experiences ensure that the needs of children with disabilities are taken into account.	Class Teachers	Ongoing	DHT as curriculum lead and SENCO	Children with disabilities access a range of educational visits, residential and experiences.
Ensure staff are appropriately trained in meeting the needs of children with disabilities.	HT	Ongoing	Governing Body	Staff are confident in supporting children with disabilities. The learning, social and medical needs of children with disabilities are met.

Physical Environment

Action	Person Responsible	Timescale / Cost	Monitoring	Outcomes
Ensure appropriate specialist furniture/resources are available to support children with disabilities.	HT	Ongoing School budget	EHCP review process / Governing Body	Children with disabilities are well supported by specific equipment/furniture, e.g. beanbags, fidget toys, work stations.
Ensure building remains fully accessible. Site is a two storey building and is fully accessible with lift access. Automatic doors to the front of the building and designated disabled car parking bays to the front of the building, support access. No narrow pathways on the school site. The car	PFI	Ongoing PFI	HT	Provision is maintained so that all children with a disability can access the school inside and outside.

park features a layby with drop down kerb to support access.				
Access to written information/improving the delivery				
Action	Person Responsible	Timescale	Monitoring	Outcomes
Ensure school website holds all of the information that parents require (Special Educational Needs)	SENCO/DHT Senior Administrator	Evaluate Autumn Term 2022 and update where necessary.	HT Governing Body	Stakeholders have an up to date bank of information.
Information displayed around school e.g. signs, notices, displays, instructions meets the needs of disabled children and families. As information is changed, consider the needs of disabled learners and ensure signage is appropriate for them.	HT SENCO/DHT Senior Administrator PFI	Review and action where appropriate	Governing Body Where appropriate discussions with disabled learners and families.	Disabled learners can access information which is displayed and make effective use of it.



Article 2: All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 28: You have the right to a good quality education.