

## Maids Moreton CE School Accessibility Plans 2021-2024



### Improving the delivery of written information to disabled pupils, staff, parents, visitors in an appropriate format

TARGET	STRATEGY	OUTCOME	TIMEFRAME/COST	ACHIEVEMENT
Make available written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	According to need	Delivery of information to disabled pupils/parents/carers accessible to all.
Make available school prospectus, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those who require it.	All school information available for all in a variety of formats. School information sent via Parentmail and published on school website which is regularly updated. Information also available as hard copies for parents without internet access.	According to need	Delivery of school information to parents and the local community accessible to all.

Raise awareness and identify disability issues concerning the use of ICT	Seek advice for LA as need arises (SEND dept)	Improved knowledge of adaptations of ICT for disabled pupils	According to need Cost as required.	Full ICT access for disabled pupils available.
Continue to use an electronic method of communicating with parents. [Parentmail and email]	Electronic methods of communicating with parents continue to be provided.	The school continues to use electronic communication methods and is knowledgeable about best practice	January 2021 onwards Cost as required.	The school continues to adopt electronic communication with parents [parentmail and email]
Provide coloured overlays for pupils with visual dyslexia	The school will purchase coloured overlays for use with pupils with visual dyslexia	Coloured overlays used for dyslexic pupils.	Jan 2021 onwards Costs of overlays.	Dyslexic pupils have improved access to written text.
Continue to pay subscription to an educationally focused website company to ensure that fonts used on the school website, are clear and appropriate background colours are used.	The school will continue to subscribe to a website company to ensure that fonts used on the school website, are clear and appropriate background colours are used.	Website is user friendly for all users.	Jan 2021 onwards Subscription costs.	Website accessible to all users.
Continue to use visual timetables in all classes	The school will ensure all classes display a visual timetable.	Visual timetables on display in all classes for all children to reference, particularly for those pupils with ASD.	Jan 2021 onwards	All children can access the daily timetable and are familiar with routines.
Provide a new IWB/screen in the school hall for assemblies and presentations to support VI and HI pupils, parents, staff and visitors.	New IWB/screen provided as part of school expansion project which will enhance sound and picture quality for those with VI and HI	New IWB/screen in place with enhanced visual and sound quality	October 2021	All users can access presentations effectively

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### Improving the Physical Environment of the school to increase the extent to which disabled pupils can take advantage of education and associates services.

This Plan is structured in conjunction with school's Asset Management Plan, Safeguarding Policy, SEND Policy, School Travel Plan, Health and Safety Audits and Capital Build Programme. The Plan considers the work necessary to ensure reasonable adjustments have been made to the physical environment of the school to accommodate accessibility issues.

<b>Location</b>	<b>Item to improve Physical access</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost £</b>
Approach to school	Drop kerbs, traffic calming, pedestrian crossing	Install drop kerbs, traffic calming measures and a pedestrian crossing [Link to School Travel Plan]	Ongoing	BC Highways
Playground entrance to Year 1 and 2 classrooms	Install ramp to cover steps into Year 1 and 2 classrooms	Provide ramp to make safer and easier access into Year 1 and 2 classrooms, especially for wheelchair users	According to need	As funds allow
All entrances both external and internal	Flush floor surfaces with doorways sufficiently wide to accommodate a wheelchair	Improve access to all areas of the school both ingress, egress and through internal doorways by ensuring that floor surfaces are flush or have ramps and that doorways are sufficiently wide enough to accommodate a wheelchair.	According to need	As funds allow

Main school pathway	Kerb edgings	Re-paint kerb edgings yellow to aid visual recognition	According to need	BC
Car park	Allocated designated disabled parking bay	Provide designated parking bay for disabled persons	According to need	As funds allow
Footpaths	Footpaths and walk ways	Review levels and condition of footpaths and carry out remedial work as required	Part of termly H&S audit	As funds allow
Corridors/exits/entrances/ Cloakrooms/fire exit routes	Ensure free from trip hazards and keep emergency exits clear	Ensure exits are clear and hazard free. Remove any obstacles from around signed emergency routes	Jan 2021-ongoing	None
Children's toilets	Children's toilets	Provide grab rails to assist the disabled user	According to need	As funds allow
Classrooms/ Library/Hall	Improve furniture layouts to increase access	Staff to be aware of mobility and H&S issues	According to need	None
Fire exits and exit routes	Personal Emergency Evacuation Plans	Put in place Personal Emergency Evacuation Plans for all disabled children to ensure disabled pupils can be a safely evacuated from the school building.	According to need	None
School expansion project	*New library, staffroom, disabled and other toilets, expanded hall and new classroom. All meet latest access legislation.	Building project to expand the school to full primary*	October 2021	LA funded

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### Increasing the extent to which disabled pupils can participate in the school curriculum.

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe/Cost</b>	<b>Achievement</b>
Provide training for teaching and support staff in the early identification of children with specific needs.	Undertake an audit of staff training requirements. Access outreach support from relevant agencies. Send staff on CPD training according to need.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	According to need.  Cost of outreach support and training.	Children with specific needs are quickly identified and supported appropriately.
Ensure that staff have specific training in order to be best placed to support the diverse needs of pupils in their class.	Undertake an audit of staff training requirements. Access outreach support from relevant agencies. Send staff on CPD training according to need.	All teachers are able to meet the requirements of disabled children's needs with regards to accessing the curriculum. Teachers are aware of the relevant challenges and can ensure that all pupils have equality of access to teaching and learning.	According to need.  Cost of outreach support and training.	Equality of access for all children to the EYFS and National Curriculum.

Training for Awareness Raising of Equality Issues	Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to equality	Ongoing Cost of training as required.	Whole school community aware of and comply with equality duties.
Ensure all children on SEND register have a School Support Plan/EHCP plan in place according to need.  Ensure all children identified with possible early SEN needs, are identified and supported through the ADPR cycle.	EHCP/School Support Plans in place for all SEND children.  ADPR plans in place for all children identified as a possible concern.	School support plans/EHCP plans/ADPR plans are up to date and treated as live document. Short term measurable targets set and reviewed on a termly basis in collaboration with parents.	SENDCo and class teacher time.[termly]	The needs of pupils with SEN or possible SEN are met to ensure they fulfil their full potential, narrow the attainment gap and have full access to the curriculum.
Plan all out-of-school activities including clubs and off-site visits to ensure the participation of all pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	Full access to all school activities for all pupils
Review TA deployment as needed to enable pupils with SEN are appropriately supported.	Review TA deployment in light of SEND pupils joining the school to ensure these pupils are appropriately supported.	TA support is allocated in accordance with the individual needs of SEND pupils.	As required  Cost of additional TAs as required.	SEND pupils receive the support they require throughout the school day to fully access the curriculum and all other opportunities.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a suitable layout of furniture and equipment for all classes	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a full range of resources to support their learning.	According to need	Full access to the EYFS and National Curriculum for all pupils.

To provide furniture at relevant heights and adjustments to cater for disabled pupils	Survey furniture heights and seek advice from Occupational Health as required	Furniture will be at the correct height for disabled and wheelchair users and adjustments will be made as required.	According to need.  Cost of modified furniture as required.	All disabled pupils will be safely and comfortably accommodated during learning activities
To provide library and reading books relating to disability	Audit library and reading books to ensure that there are examples of positive images of disabled people	Books accessible to pupils will show a positive image of disability	Cost of books as required.	Resources support the school's inclusive policy
To provide specific resources to support multisensory learning	Invest in multisensory resources to support learning, e.g. numicon,	All pupils able to access learning more effectively due to the use of multisensory resources.	Cost as required, according to need.	All pupils able to fully access the curriculum and reach their potential.