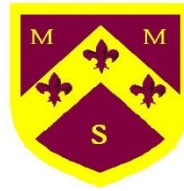


## Maids Moreton CE School



## Accessibility Policy 2024-2027

### **Statutory responsibilities**

The Equality Act 2010, Schedule 10, places a duty upon Local Authorities and schools not to discriminate against disabled people or pupils in their access to education.

### **Introduction**

This Accessibility Policy and associated Action Plans provide a framework on which the school bases its arrangements for meeting its statutory duties. It outlines the plans to, increase over time, the accessibility for disabled pupils and how the plans will be implemented.

### **Principles**

In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002)

- Not to treat disabled students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students.

### **Definition of disability:**

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

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

## Key Objectives

At Maids Moreton CE school:

- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.
- We are also committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We endeavour to make reasonable adjustments to reduce and eliminate barriers, in so far as we are able, in accessing the curriculum and to promote full participation in the school community for current and prospective pupils, with a disability.
- We strive to ensure that disabled children are treated in a fair and equitable manner by a review of general access to the curriculum, availability of written information and the physical environment of the school.

## Our Aims

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The main priorities in the school's plans will be in the following areas:

- Increasing the extent to which disabled pupils can access and participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of written information to disabled pupils, staff, parents and visitors in an appropriate format.

The school's Accessibility Plans relates to the key aspects of the physical environment, the curriculum and written information.

The Plans will contain relevant and timely actions to:

- improve access to **the physical environment**, of the school, adding specialist facilities as necessary-This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- increase access to **the curriculum** for pupils with a disability. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include letters and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

### **Audit of current practice and provision as of January 2024**

Ramps are in place to access both front entrance doors.
Blister surface mounted tactile paving is in place on both front entrance ramps to assist VI pupils, staff and visitors.
The school has ample on site parking for staff and visitors.
The school has a disabled toilet that is sufficiently large enough to accommodate a wheelchair and toileting chairs
The progress of all pupils with special educational needs is monitored termly, with new plans drawn up, targets reviewed and new targets set.
Electronic Whiteboards, laptops and ipads are in place in classrooms to the support the learning needs of specific pupils.
The SENDCo attends regular Inclusion Network meetings to keep abreast of current practice.
Pupils with visual dyslexia are provided with coloured overlays.
Assemblies and presentations are aided with the use of a large Interactive Whiteboard and speakers to support VI and HI pupils.
Specific resources e.g. for maths, reading and phonics support multisensory learning e.g. numicon.
The website is user friendly and compliant.
The school has recently undergone an expansion [2021] with the building of a new classroom, disabled toilet, library, staffroom, expanded hall and other ancillary facilities. These all meet current legislation and further improve accessibility.

## **Position of the school January 2024**

The governors and staff have always been committed to ensuring equality of access for all children at Maids Moreton CE School. We currently have no children on roll who are registered disabled.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

This Accessibility Policy should be read in conjunction with the following school policies and documents:

- Curriculum Policy
- Equality Information and Objectives
- Equality Duty Statement
- Equal Opportunities Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Emergency Evacuation Policy
- School Discipline and Pupil Behaviour Policy
- School Development Plan
- Asset Management Plan
- School Prospectus and vision statement

The Accessibility Policy is structured to complement and support the school's Equality Objectives. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise on the compliance of that duty.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the Local Authority. It may not be feasible to undertake some of the works during the life of each Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed on the school's monitoring cycle, a section relating to access will be added to that on Equal Opportunities. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The School Prospectus will make reference to this Accessibility Policy.

The School's Complaints Procedure will also make reference to the Accessibility Policy.

The advice and support of the Local Authority will be sought in implementing the policy and plans and in the development of any capital related work at Maids Moreton CE School

The Policy and plans may be monitored by OFSTED as part of their inspection cycle.

### **Evaluation of The Policy and Associated Plans**

The success of the Accessibility Policy and Plans will be measured by:

- Evidence of greater involvement of disabled pupils in the full life of the school e.g. participation in after-school clubs, school visits.
- Greater satisfaction of disabled pupils and their parents with the provision made for them through regular review and discussion.
- Observable changes in staff confidence to teach and support disabled pupils with a wide range of needs.
- Regular monitoring shows the school is meeting the targets identified on the Accessibility Plan framework to improve disability access.
- Records of relevant staff and governor training appropriate to the nature of the disability of the child/children.

### **Monitoring**

The governing body Resources Committee is responsible for:

- the strategic direction of the school's Accessibility Policy and Plans.
- obtaining and allocating the funds needed to implement the priorities in the plans.
- reviewing and reporting on the plans annually in respect of progress and outcomes.
- reviewing the policy on a 3 yearly cycle and providing projected plans for the three years period ahead of the next review date.

### **Reporting**

This policy and plans in paper form will be made available on request and will be accessible via the school website.

Attached are action plans, relating to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

**Written by Keira Ainsworth, Head Teacher: January 2024**

**Ratified by the full governing body: March 2024**

**Review date March 2027**