

Accessibility Policy and Plan

Mallard Primary School

Date adopted	September 2022
Prepared by	Kate Atkin
Approved by	
Next review	

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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

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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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and the School Governors

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Mallard Primary School follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher works with the SENCO to carry out a clear analysis of the child's needs. This draws on questionnaires, observations, assessments, advice and assessments where needed from external agencies, monitoring of behaviour scores, views from the pupils and parents/carers. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Support is regularly reviewed along with interventions and their impact on the child's progress.</p> <p>Mallard Primary School offers a differentiated curriculum for all children. We use resources tailored to the needs of child who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all children, including those with a disability. Targets are set effectively and are appropriate for children with additional needs. The curriculum is reviewed to ensure it meets the needs of all children</p>	<p>To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them</p> <p>To ensure classrooms are optimally organised to promote the participation and independence of all pupils</p> <p>To deploy Teaching Assistants effectively to support pupils' participation</p>	<p>Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset them</p> <p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by HT/ SLT</p> <p>Review needs of pupils within each class (e.g. through Schools' provision map) and staff accordingly Ensure staff skills are matched to pupil needs</p>	<p>SENCO</p> <p>HT</p> <p>HT</p>	<p>Ongoing</p>	<p>Increased access to an appropriate curriculum for all pupils</p> <p>More time available for pupils to participate in curriculum activities</p> <p>All pupils are supported to achieve their full potential</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment needs to be adapted to the needs of children as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair - accessible height 	<p>Long term</p>	<p>The environment needs to be adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair – accessible height 	<p>HT and Business Manager</p>	<p>Ongoing review – depending on needs of children</p>	<p>A school that is accessible for all</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 		<p>Review effectiveness of communication strategies across the school</p>	<p>SENDCO</p>	<p>Dec 22</p>	<p>A range of communication strategies are in place to ensure that all information is accessible</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and Chair of Governors

It will be approved by LGB

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy