

MAYBURY PRIMARY SCHOOL

Accessibility Scheme 2019-2022





Maybury Primary School

Accessibility Plan 2019 – 2022

Mission

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Vision statement

“Everyone is a learner and every experience is a learning opportunity.”

At Maybury Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with all relevant stakeholders of the school and covers the period from June 2015 – June 2018. It should be read in conjunction with our school's Equality policy.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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 Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- 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.

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Targets	Strategies	Outcome	Timeframe	Goals Achieved
 <p>Equality and Inclusion</p>				
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation	Annually.	
Training to raise awareness of equality and disability issues	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents	Whole school community aware of issues relating to access.	Discussions to be held by October 2015. Training to be ongoing.	
Review curriculum and other relevant policies for evidence of how staff provides access in all areas to all pupils.	Review policies with staff and stakeholders	Policies reflect adherence to current legislation.	Short Term By the end of Autumn Term 2015 and bi annual reviews thereafter	

Targets	Strategies	Outcome	Timeframe	Goals Achieved
 <p>Physical Environment</p>				
<p>Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.</p>	<p>SEN staff to audit accessibility of school buildings and grounds.</p> <p>Target areas for improvement in an action plan</p>	<p>Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.</p>	<p>Short Term Accessibility Audit to be completed by July 2015</p> <p>Medium Term Action Plan drawn up by December 2015</p> <p>Long Term To be reviewed annually</p>	
<p>Ensure any proposed 'new build' project is physically accessible for everyone.</p>	<p>Project manager appointed will ensure compliance with building regulations regarding accessibility</p>	<p>Any new construction will be fully accessible</p>	<p>Long Term Until any new construction begins.</p>	

Targets	Strategies	Outcome	Timeframe	Goals Achieved
 <p>Curriculum</p>				
<p>Continue training for teachers and support staff on different aspects of SEN when required.</p>	<p>Review the needs of children with specific issues as required</p> <p>provide all relevant training in liaison with partner agencies</p> <p>Embed pathway planning progress showing how individual needs are addressed.</p>	<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.</p> <p>We recognise that this is an ongoing process, and that needs and expertise will change with time</p>	<p>On going.</p>	
<p>All out-of-school activities are planned to ensure the participation of all pupils.</p>	<p>Review all out-of-school provision to ensure compliance with legislation</p> <p>Carry out pre visit checks in order to ensure individual needs can be met. (record on school risk assessments)</p> <p>Ensure sufficient staff ratios including 1.1 support where necessary for pupils with high level of need.</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p>	<p>Reviewed annually. On going.</p>	
<p>Classrooms are optimally organised and all appropriate additional</p>	<p>Review and implement a preferred layout of furniture</p>	<p>Lessons will start on time without the need to make</p>	<p>On going.</p>	

<p>equipment is provided to promote the participation and independence of all pupils and adults alike.</p>	<p>and specialist equipment to support the learning process in individual class rooms (considering positioning/ seating and provision of laptops as necessary)</p>	<p>adjustments to accommodate the needs of individual pupils</p> <p>All pupils will be enabled to be as independent as possible in the school environment.</p>		
<p>Access arrangements to meet individual needs when taking tests etc will be applied for and support provided when required.</p>	<p>Inclusion Leader and other key staff will ensure appropriate testing and reports are provided in order to apply for access arrangements</p>	<p>All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed</p>	<p>On going.</p>	

Targets	Strategies	Outcome	Timeframe	Goals Achieved
 <p>Written/other information</p>				
<p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats where necessary</p> <p>Availability of other written material in alternative formats also.</p>	<p>Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes</p>	<p>Review of documents by end of 2015</p> <p>Ongoing</p>	
<p>Availability of written material in alternative languages.</p>	<p>The school will use information and translations provided by the HSLW and bilingual staff for key information for EAL families</p>	<p>School information will be available for all.</p>	<p>Ongoing as needed</p>	
<p>To continue improving communication for any hearing impaired member of the school community.</p>	<p>To consider use of soundfield systems if necessary</p> <p>Consider seating and access in all classrooms where hearing impaired pupils will be learning</p>	<p>Pupils and parents and visitors who are hearing impaired will be better able to access verbal information.</p>	<p>Review annually</p>	