**Morpeth First School**



**Accessibility Plan 2016-2019**

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Approved by the Governing Body: D Comb

This Review: Autumn 2019

To be reviewed annually against targets for 2019-2022

New targets to be set 2022

**Context**

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility

Plan, reviewed every three years. It is also listed by the Department for Education as a required

policy.

An accessibility plan is a plan for ensuring:

* Full access to the curriculum for pupils
* Full access to the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
* Full access to information for pupils, parent/carers and other users of the building whether they are not disabled or not.

A disability under the Equality Act 2010 is

‘…a physical or mental impairment which has a long-term and substantial adverse effect on their

ability to carry out normal day-to-day activities’.

This definition includes physical disabilities and others with sensory impairments such as those

affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy,

and cancer.

**Our School vision**

We are continually striving to achieve our school vision (see website) which includes the following statements:

‘..To be committed to inclusivity and equality of access to learning for all’

‘..To work together as a community with shared purpose to create a secure, safe, warm and caring environment that encourages respect and recognises respect for all.’

‘..Respect diversity, appreciate uniqueness and emotional development’

**Our school environment**

Morpeth First School has clear ways of identifying , assessing and making provision for Special Educational Needs and Disability (SEND) as set out in our SEND information report (see website) . We are an inclusive school and as such, welcome learners with diverse needs. We are happy to work with parents and other outside agencies to listen to requests for accessibility and incorporate them into our Accessibility Plan when they arise. We respect the voice of the learner and their families and their preferences for how the learner’s needs should be met.

We are a new build school which has been designed to allow disabled access to all areas of the building through the use of appropriately sized accessible entrances to classes, a lift to the upper floor and accessible outdoor spaces both on the ground floor and on the upper roof terrace . The school will make further reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan in advance so that thought is given to what disabled stakeholders may require in the future and what adjustments can be made to prevent that disadvantage.

**Current position** –

Our current school position is outlined in the SEND Information Report and Equalities report see website)

We currently have 288 mainstream pupils in Reception to Year 4 on roll with 41 part time pupils in the Nursery.

The proportion of pupils with SEND support and the proportion of pupils with an Education Healthcare Plan are below National averages.

It is a requirement that the school’s accessibility plan is resourced, implemented reviewed and revised as necessary and reported on annually. Attached is a set of plans that the school will prioritise over the next 3 years.

This plan is available in large print on request.

**Accessibility Plan Morpeth First School**

**2019-2022**

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| **Curriculum** |  |  |  |  |  |
| **Priority** | **Action** | **Timescale** | **Resources** | **Responsibility** | **Success criteria** |
| Effective communication and with parents/carers | Parent workshops to support core curriculum areas  Stay and learn sessions  Parents evenings (termly) | In place and ongoing | Time allocated | SLT  Subject managers | Parents fully informed about progress and able to support child’s learning at home |
| Training for increasing access to the curriculum for all | Epipen and diabetic training for staff  Facilities to provide children with ongoing specific medication  Training from Hub learning team as appropriate to support children  Ongoing guidance from specialist (eg sensory support, speech therapy etc as required)  Access to courses/CPD  Partnership curriculum meetings/ links | In place and ongoing  Annual epipen training  Diabetic training annually when required | Training time  TA support allocation  Regular visits from outside professionals | SLT  SENDCo | Increased access to the curriculum  Needs of learners met  Record of staff training |
| Effective use of resources to increase access to the curriculum for all pupils | Strategic deployment of support staff  Use of ICT | In place and ongoing | Staffing  Specific computer software/hardware as required | SLT  SENDCo | Positive impact on pupl engagement and progress  Barriers to learning are removed |
| Adaptions to the curriculum where appropriate | Pastoral support timetable adaptations  Individual programmes (eg speech therapy)  Attendance at support sessions offsite  Use of access arrangements for statutory testing where appropriate | In place and ongoing | Sesory team  HUB referrals  Incl Ed psychologist | SENDCo  HT | Needs of all learners met enabling positive outcomes |
| Appropriate use of specialised equipment to benfit individual pupils and staff | i-pads/ICT resources used to support recording and learning  Sloping boards for pupils with motor difficulties  Specialised textured sensory cushions  Handwriting aids (specialised pens etc)  Use of chew/fiddle toys | In place and / or ordered when required | Specialist equipment as required | SENDCo  Class teachers  SMT | Needs of all learners met enabling positive outcomes  Access to curriculum improved |
| Improve access for children with visual/hearing impairment | Sensory impairment team involvement  Use of appropriate aids as required based on needs | As required | Cost of equipment as required | SENDCo | Sensory needs met and access to the curriculum improved |
| Out of school activities and clubs are planned to ensure reasonable adjustments are made to enable the participation of all pupils wishing to attend | Risk assessments undertaken with off site visits to ensure safe participation of those with particular needs including dietary needs on residential visits  Equipment provided for school based clubs to enable equal access  Externa providers to comply with legal duties | In place when required | Specialist equipment provided where appropriate for clubs | SENDCo  Class teacher/club leaders | Extra curricular activities accessible for all children with SEND |
| Physical Environment |  |  |  |  |  |
| **Priority** | **Action** | **Timescale** | **Resources** | **Responsibility** | **Success criteria** |
| Provision of wheelchair accessible toilets indoor (both floors) and outdoor | Maintain standards of accessible toilets by ensuring entry and internal access is unhindered.  Provide clinical waste bins in internal facilities | In place and ongoing | Maintenance costs | SLT  Caretaking staff | Physical accessibility of facilities maintained |
| Access into school, reception area and corridors to be fully compliant | Designated disabled parking bays to be appropriately used. Office staff to challenge visitors who park in disabled bays when not entitled  Doors and corridors to be regularly risk assessed for accessibility to ensure that they are free from extraneous furniture and belongings  Lift to be fully operational | In place and ongoing | Maintenance costs | SMT  Office staff  Maintenance regime for lift as required by suppliers | Physical accessibility of facilities maintained |
| Maintain safe access around exterior of school building | Ensure that pathways around school are kept free of vegetation and front plaza brickwork is even and kept ice/snow free through appropriate gritting policy | In place and ongoing as required | Maintenance costs | SMT Caretaking and maintenance staff | Physical access around school is safe for all disabled users |
| Support for accessibility for visual impaired users | Steps/steep areas highlighted in yellow, non- slip tape, regularly checked and faults reported immediately to Caretaking staff  Flooring regularly checked for irregularities and lifting surfaces, faults noted and reported to building contractors where required  Doors in contrasting colours to corridor walls | In place and ongoing | Maintenance /replacement costs | SMT  Caretaking staff | Physical safety for visually impaired users is maintained |
| Support for accessibility for hearing impaired users | Hearing loop/soundfield installed in main office  Alarm linked to flashing light signal  Visual panels in doors to allow view of users coming in opposite direction | In place and ongoing | Maintenance when required | Office staff | Physical safety for hearing impaired users is maintained |
| Provision of EVAC equipment and accessible emergency phone in upper floor stairwell | Maintain appropriate checks to ensure equipment is maintained  Provide staff training for safe use of EVAC equipment | In place and ongoing | Maintenance costs | SMT/Caretaking Team  Fire checks | Physical safety for disabled users is maintained |
| Information |  |  |  |  |  |
| **Priority** | **Action** | **Timescale** | **Resources** | **Responsibility** | **Success criteria** |
| Availability of written material in alternative forms | Improve availability of information for parents – display leaflets for parents to collect  Provide translated/large print documents where required | Ongoing | Contact details and cost of translation/adaptation as required | SMT  Office staff | Parents have access to relevant information on request |
| Ensure that materials are accessible for pupils | Use of coloured overlays or paper where required  Signage clear within  Adapted test materials where required | Ongoing | Cost of coloured paper /overlays | Teaching staff  SENDCo | Children can access relevant information |