

## Melbourne Primary School – Three Year Accessibility Policy and Plan Statutory Responsibilities

| Statement                               |                      |
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| Statement                               | Accessibility Plan   |
| <b>This statement was approved:</b>     | <b>October 25</b>    |
| <b>This statement will be reviewed:</b> | <b>October 28</b>    |
| <b>Headteacher</b>                      | <b>Mrs V Burdett</b> |

1. This accessibility plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010

School Governors are accountable for ensuring the implementation, review and reporting of progress of the accessibility plan over a prescribed period.

2. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

3. This plan sets out the proposals of the Melbourne Primary School's Governing Body to increase the access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving 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
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

4. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

5. It is a requirement that the school's accessibility plan is resourced, implemented,

reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

### **The School's Values**

At Melbourne Primary School we are committed to inclusion and to giving all our children every opportunity to achieve the highest of standards. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

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 committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Melbourne Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

### **The Current Range of Disabilities Within Melbourne Primary School**

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder (ASD), visual impairments, hearing impairments and a range of allergies, such as food allergies. We have children who have asthma and all staff are aware of these children.

When children enter school with specific disabilities, the school contacts professionals for assessments, support and guidance for both the school and parents.

### **Accessibility Plan**

Melbourne Primary School plans, over time, to maintain and increase the accessibility of provision for all pupils, staff and visitors to the school. The accessibility plan will contain relevant 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

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 are the able-bodied pupils; (If a school fails to do this, they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs' 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.

Below is our action plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted and monitored by governors.

We acknowledge that there is a need for on-going 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 plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs Policy
- Equality Objectives
- Health & Safety (including off-site safety)
- School Improvement Plan
- School prospectus on the school website

The action plan for physical accessibility relates to the access audit of the school. It may not be feasible to undertake all of the works during the life of this 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.

Melbourne has undergone building works. All aspects of accessibility were considered and implemented through the expansion of the school. There is a ramp into the school playground to allow ease of access for all pupils and a new wider path at the front of school has been constructed to allow parents safer access to the school grounds.

In conclusion, where pupils have specific needs, a full evaluation takes place prior to entry and reasonable adaptations are made as required. It is our intention to do our utmost to fulfil our statutory responsibilities.

Our Accessibility Plan will be published on the school website.

The plan will be monitored by Ofsted as part of their inspection cycle.

The school meets the requirements of the Disability Equality Scheme

**Approved**

**Date**

| <b>Improve access to the physical environment of the school</b> |   |   |                           |   |
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| TARGET  | STRATEGY  | OUTCOME                                     | TIMEFRAME                 | ACHIEVEMENT                                 |
| External steps painted.   | Painting programme.                             | External steps clearly marked.              | ongoing rolling programme | All steps clearly visible                   |
| Disabled parking.   | Allocated parking space<br>In the staff carpark | Parking available for parents and visitors. | Completed                 | parking available for parents and visitors. |
| Re-check all areas for compliance with DDA                      | monitoring to highlight further areas           | compliance with DDA                         | Ongoing                   | compliance with DDA                         |
| Disabled toilet access  | Allocated disabled toilet                       | Disabled toilet access                      |                           |   |

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|  | for staff(next to central office)<br>Disabled toilet/changing area in school located along LKS2 corridot | available for parents and visitors. |  |  |
| <ul style="list-style-type: none"> <li>any physical adjustments or adaptations necessary to accommodate individual pupils' needs are made as and when necessary</li> </ul> |  |                                     |  |  |

| <b>Increase access to the curriculum for pupils with a disability</b>                          |  |  |                       |   |
|--|--|--|-----------------------|---|
| <b>TARGET</b>  | <b>STRATEGY</b>  | <b>OUTCOME</b>   | <b>TIMEFRAME</b>      | <b>ACHIEVEMENT</b>  |
| Classrooms are optimally organised to promote the participation and independence of all pupils | Review layout of furniture and equipment to support the learning process in individual classes | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning | Ongoing               | All pupils have access to the National Curriculum.                  |
| Review TA deployment as needed to enable pupils to be appropriately supported                  | Discuss termly   | Adult support is available during times that individual children may need support  | Review as appropriate | Children have access to support.                                    |
| ensure all children on SEND list have a Pupil Profile and support plan                         | Pupil Profiles reviewed termly   | Pupil profiles are up to date and form a key part of the planning process for all  | Ongoing               | Pupil profiles in place to support the needs of individual children |

|  |   |  |                                |  |
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|  |   | pupils   |                                |  |
| Training for staff in the identification of and teaching children with ASD and other specific learning difficulties. | Relevant staff attend appropriate training. Outreach provision from external agencies – | All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.   | Ongoing                        | Children with ASD are successfully included in all aspects of school life.               |
| Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment              | Liaise with Hearing and Visual Impaired Services  | All staff clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.  | Ongoing support as appropriate | Hearing and Visual impaired children successfully included in all aspects of school life |
| All extra-curricular activities are planned to ensure they are accessible to all children                            | Review of current policies and procedures   | All out of school activities will be conducted in an inclusive environment with providers that comply with On going Access to all school activities for all pupils all current and future legislative requirements | Ongoing                        | Access to all school activities for all pupils   |
|  |   |  |                                |  |

| <b>Improve the delivery of written information</b>                          |  |  |                  |  |
|---|--|--|------------------|--|
| <b>TARGET</b>   | <b>STRATEGY</b>  | <b>OUTCOME</b>   | <b>TIMEFRAME</b> | <b>ACHIEVEMENT</b>                             |
| Clear, straight forward and simple communication with parents and community | information presented in variety of easy to access ways e.g. displayed in window for parents | Clear communication with parents and community<br><br>Tab controls and their corresponding | Ongoing          | Clear communication with parents and community |

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| Accessibility tab located on school website   | dropping off, pupil post, sent via email, text and on school website. Language used is simple with any education Clear navigation of school website Tab controls and their corresponding tab-panels are well-linked making it easier for users to navigate content<br><br>terms/jargon avoided or clearly explained. | tab-panels are well-linked   |         |   |
| availability of 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. | Ongoing | Delivery of information to pupils and parents/carers improved.              |
| 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 that require it .   | all school information available for all. School information published on school website and updated regularly     | Ongoing | Delivery of school information to parents and the local community improved. |
| improve the delivery of information in writing in an appropriate format                                       | appropriate format Provide suitably enlarged, clear print for pupils/parents with a visual impairment  | excellent communication  | Ongoing | excellent communication   |
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