

# Meltham CE (C) School



## Accessibility Plan

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### 1.0 Aims

The aim of this plan is to show how Meltham CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### 2.0 Roles and Responsibilities

Responsibilities for targets and actions are defined by role in the tables in section 3.0.

## 3.0 Accessibility Plan

### 3.1 Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

### 3.2 Current Context

The school is fully wheelchair accessible apart from the upstairs classrooms. SMART boards in every classroom are fully adjustable in height to allow children restricted to wheelchairs equal access. A physically disabled pupil has been admitted to our Reception Class and we have made adjustments to toilets and lunchtime procedures. There are hearing induction loops in the main hall and the studio. The school responds to the needs of its current pupil, parent and staff group each year.

### 3.3 Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

<b>Target</b>	<b>Strategies</b>	<b>Time-scale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	SENDCo.	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENDCo.	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENDCo.	All staff aware of individuals need
Use ICT software to support learning	Make sure software installed where needed	As required	SENDCo. / ICT / class teachers	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT / EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE	As required	PE co-ordinator	All to have access to PE and be able to excel

	and disability sports Seek disabled sports people to come into school			
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### 3.4 Improving access to the physical environment of the school

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the SEND (Additional Needs Plans ANPs, My Support Plans MSPs and Education and Healthcare Plans EHCPs) process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	As required Induction and on-going if required Annually Recruitment process	SENDCo. Headteacher SLT	ANPs, MSPs, EHCPs in place for disabled pupils and all staff aware of pupils needs  All staff and governors feel confident their needs are met Parents have full access to all school activities  Access issues do not influence recruitment and retention issues
Layout of school to allow access for all	Consider needs of disabled pupils, parents/carers	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all

pupils to all areas	or visitors when considering any redesign			
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENDCo. Business Manager Headteacher	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	ICT	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent egress

### 3.5 Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need. Any differentiated delivery of information for children on the school's SEND register (ANPs, MSPs, EHCPs, Provision Map) will usually be included in children's individual plans.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	School Office Office/ Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENDCo.	Staff produce their own information
Provide information in other languages for pupils or	Access to translators, sign language interpreters to	As required Currently being provided for parent	SENDCo.	Pupils and/or parents feel supported and included

prospective pupils who may have difficulty with hearing or language problems	be considered and offered if possible			
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	Ongoing	Office	All can access information about the school