

## Mark First and Pre School Academy : Accessibility Plan



### **Mark First and Pre-school CE Academy Vision**

We “create a love of learning” within a happy, safe and inspiring environment where everyone feels valued and respected. Christian values are at the heart of all we do; we nurture creativity, enthusiasm and self-belief to enable children to flourish, grow in confidence and reach their full potential.

### **Legal requirement**

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Department for Education (DfE) has published advice on the Equality Act for schools, which explains that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

### **Definition of Disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Aims**

The purpose of this plan is to show how Mark First and Pre School Academy intends, over time to increase the accessibility of our school for disabled pupils. Mark First and Pre School Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and outside agencies in order to minimise or remove any potential barriers to learning. Our aim is for all our pupils to learn, achieve and participate fully in school life.

### **The current range of disabilities within Mark First and Pre School Academy**

The school has children with a limited range of children with SEND (Special Educational Need & Disabilities). These include children with needs from each of the four areas of the SEND Code of Practice 2014: Communication and Interaction, Cognition and learning Social, Mental and emotional Health and Sensory &/or Physical. When children enter the school or Pre School with specific disabilities, the school liaises with local authority professionals for assessments, support and guidance for the school and parents.

In addition we have children who have asthma and all the staff are aware of these children. Inhalers are kept in the classrooms. Some children have allergies or food intolerances/ cultural food choices.

All medical information is collated and available to staff, on the staff noticeboard.

**Note: This Accessibility Plan should be read alongside the following policies:**

## Mark First and Pre School Academy : Accessibility Plan

Equality Statement & Objectives

SEND Policy

Health & Safety

First Aid Policy (including the administering of medicines)

The Academy Improvement Plan (AIP)

### Accessibility Plan 2022-2025

Aim:					
<ul style="list-style-type: none"> <li>• Increase the extent to which pupils with disabilities can participate in the curriculum</li> </ul>					
Targets	Strategies	Outcome	Timeframe	Responsibility	Achieved
<b>To continue to train staff to enable them to meet the needs of children with a range of SEND</b>	<p>SENCO to review the needs of the children and provide for training as needed</p> <p>To create access plans for individual disabled children as part of the ILP process</p>	Staff are equipped to enable all children to access the curriculum	On-going	SENCO/ SLT	
<b>Provide hearing loops/ equipment in classroom to support children with hearing impairment where required</b>	Take advice from the Sensory, Physical and Medical Support Service - Hearing Support Team regarding specific children's requirements	<p>Appropriate equipment/ facilities in place in classrooms as needed.</p> <p>Staff trained in use of Audio equipment</p>	On-going	SENCO	
<b>All classes to put in place Inclusive Dyslexia Friendly Status strategies to support all learners including those with disabilities</b>	<p>Use the guidance from IDFS in classroom provision.</p> <p>Ensure new members of staff have training in dyslexia friendly strategies</p> <p>Monitor teaching practice/ provision/ planning termly</p>	<p>All classes support every learner with Quality First Teaching.</p> <p>Inclusive practice is evident in planning, teaching and classroom environments.</p>	Termly	HOS/ SENCO/ SLT/ SEN Governor	
<b>Review curriculum areas and planning to include disability issues</b>	Policy reviews to consider disability equality	Policies reflect inclusive provision where appropriate	On-going	Subject leaders/ Standards committee	
<b>All trips and visits need to be accessible to all pupils</b>	<p>Ensure venues and means of transport are vetted for suitability.</p> <p>Risk assessments carried out for visits and trip</p>	All pupils can participate in trips and visits	On-going	External visits Co-ordinator/ class teachers	

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Aim:					
<ul style="list-style-type: none"> <li>Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided</li> </ul>					
Targets	Strategies	Outcome	Timeframe	Responsibility	Achieved
<b>Ensure the school staff and Governors are aware of access issues</b>	Annual questionnaire to encourage parents and carers to give feedback if they have problems with access to areas of the school	Governors and school staff have a clear understanding of the needs of parents and carers regarding access to the school site	Summer 2023	SLT	
<b>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults, and continue to improve access to the school's physical environment for all.</b>	Audit of accessibility of school buildings  Improve access to Year 3 and 4 classrooms. Consider a ramp.	Modifications will be made to the school building to improve access	On-going	Governors	
<b>Provide a changing facilities &amp; area for providing intimate personal care for children with specific identified needs</b>	Link with PIMS team for facilities and advice. Locate area in shower room	Modifications will be made to the school girls toilet area to improve facilities for supervised intimate personal care	On-going	SLT	
<b>Reception area is accessible to all.</b>	Ensure nothing is preventing wheel chair access	Regular check to ensure the area is free from obstructions		Health & Safety Governor/ HT/ Office staff	
<b>Maintain safe access for visually impaired children &amp; adults</b>	Health and Safety Audit walks audit potential hazards for the visually impaired	Ensure yellow tape/ paint is used for potential hazards eg cabin door rails  Check exterior lighting is working	Ongoing	Caretaker/HT	
<b>Ensure all disabled children and adults can be safely evacuated and fire exits are suitable for people with disabilities</b>	Health and Safety Audit walks audit fire exit Personal Evacuation Plans written where necessary	Strategy/ evacuation plan in place for those children/ adults with disabilities	On-going	Health & Safety Governor/ HT	
<b>To provide specialist equipment to promote participation in learning by all pupils.</b>	Assess the needs of the children in each class and provide equipment as needed eg, special pencil grips, head phones, writing slopes, coloured exercise books etc	Children develop independent learning skills	On-going	Class teachers/ SENCO	
<b>Ensure access to the school site</b>	Maintain and ensure the disabled	Safe place provided for drop off	Each term	Health and	

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<b>is safe for disabled children and adults</b>	car park space is clearly marked	and collection of children.  Car park space reserved for disabled users		Safety Governor	
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<b>Aim:</b> <ul style="list-style-type: none"> <li>• <b>Improve the availability of accessible information for disabled pupils</b></li> </ul>					
Targets	Strategies	Outcome	Timeframe	Responsibility	Achieved
<b>To ensure that all parents and other members of the school community can access information</b>	Written information will be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary	As needed	Office Staff	
<b>To ensure that parents who are unable to attend school because of a disability, can access parents evenings</b>	Provide contact via written information sent home or by phone	Parents are informed of children's progress	Termly	All teaching Staff	
<b>Clear signage used around the school site.</b>	Create clear signs for the office and classrooms.	Pupils and visitors can navigate around the school site	Spring 2017	HT	
<b>Maintain user friendly website.</b>	Gain feedback on accessibility through the Annual Parents questionnaire	Feedback regarding website use is positive	End of year 2017	Standards Committee	