Malin Bridge Primary School Accessibility Plan

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Version number: 2.0

Implementation date:January 2025Next review:September 2026

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Target audience: Students / Staff / Trainees / Parents / Governors / Trustees / Visitors **Related documents:** Funding Agreement, Articles of Association, Complaints Policy, Health and

Safety Policy, SEND Information Report, SEND Policy, Managing Children and Young Peoples Identified Health Needs Procedures, Behaviour Policy &

Behaviour Procedure





Accessibility Plan (version 2.0)

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1. Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of each school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities.

We have included a range of stakeholders in the development of this accessibility plan, including

- Pupils
- · Parents of students
- Employees
- Governors of the Local Governing Body
- External partners

2. Key aims

Chorus Education Trust and our schools aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our core principles and commitment is to:

- provide an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within each school
- not to discriminate against disabled students in our admissions and exclusions, and provision of education and associated services
- not to treat disabled students less favourably
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage
- we recognise and value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities and respect the parents' and child's rights to confidentiality
- provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles.

The Trust also recognise their responsibilities towards employees with disabilities and will:

 Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities



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- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be made available online on the school website, and paper copies are available upon request.

Chorus Education Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust and its schools support any available partnerships to develop and implement the plan.

Our *complaints policy* covers the accessibility plan. If you have any concerns relating to accessibility in the school, the *complaints policy* sets out the process for raising these concerns.

3. Legislation and guidance

This document meets the requirements of <u>schedule 10 of the Equality Act 2010</u> and the Department for Education (DfE) <u>guidance for schools on the Equality Act 2010</u>.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the <u>Special Educational Needs and Disability (SEND) Code of Practice</u>, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan complies with our *funding agreement* and *articles of association*.

4. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.



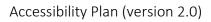
A1.1 Improve participation in the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Quality First Teaching incorporates and considers individual pupil needs	Staff consider the needs of all students in the school when planning lessons and adjust resources accordingly, such as text size, writing equipment, classroom position etc. — QFT support and CPD is provided as necessary and appropriate to ensure staff are skilled in using reasonable adjustments to enable access for all. The SENDCo will monitor all children with additional needs and ensure their needs are being met. The additional needs of pupils are known by their teachers and Teaching Assistants through the sharing of documents such as SEND Support Plans. The advice of professionals is taken on board, with pupil plans and provision adjusted accordingly. Where appropriate, individual pupil targets are created. These are set and reviewed effectively and are	Ongoing to adjust to changing and emerging needs of students. Documentation such as Support Plans are reviewed and updated regularly.	All staff have a responsibility to act on information shared by the Inclusion Team. Inclusion Team share student specific information including teaching and learning strategies.	All students access the curriculum with relevant information shared and accessed by teaching staff in a timely manner.





Targets	Strategies	Timescale	Responsibility	Success Criteria
	appropriate for pupils with additional needs.			
	Pupil Progress Meetings monitor all groups of children and their progress. Any pupil falling behind is identified and supported.			
	SEND Support Plans and Arbor regularly updated to provide information required.			
	Transition processes ensure that the needs of children joining the school are understood and supported. Staff understand that the needs of a child may change over time.			
	The curriculum is reviewed to ensure it meets the needs of all pupils.			
	Promotion of an ethos of inclusion, acceptance and understanding.			
Ensure all students can access public examinations and statutory assessments	Approved access arrangements in place for all students who have been identified as requiring and are eligible for support, including, readers,	Throughout and prior to key stage 2 national curriculum tests period – adhering to deadlines set	All staff have a responsibility to act on information shared.	Participation and approved access arrangements in place for all tests and
,	scribes, extra time etc.	by school access arrangements and the Standards and Testing	Inclusion Teams share student specific information.	statutory assessments





Targets	Strategies	Timescale	Responsibility	Success Criteria
	Facilitating and invigilating tests	Agency (STA) as stipulated	Relevant staff to share	
	outside of the school or providing	in relevant Trust policy or	access arrangements and	
	timetable variation (within test	school procedure.	timescales with all staff	
	administration guidance) in		annually.	
	exceptional circumstances.			

A1.2 Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Classroom and office layouts	Ensure that all furniture in a	Ongoing – assessment made	All staff – event's organisers.	Classrooms and offices are
accommodating all	classroom is organised in	on an event by event basis		welcoming spaces and
physical needs (students,	such a way as to not restrict		Classrooms - Facilities staff	where possible are
staff and visitors)	a student's access to		and all teachers to regularly	accessible for all even those
	particular equipment or		check furniture/layouts.	with physical impairments.
	observe activities.			Events can be attended by
			Offices - Facilities staff and	all even if they have physical
	Ensure those with physical		office users to regularly	impairments.
	impairments are considered		check furniture/layouts.	
	when planning activities or			
	events.		Meeting rooms – all staff.	
	Ensure screen at front of			
	room is visible for all			
	students and particularly			
	with physical impairments.			
	Assessment of size and			
	furniture layout in pupil-			





Targets	Strategies	Timescale	Responsibility	Success Criteria
	accessed offices to enable all to access.			
	Adaptations made as per required to allow all to attend meetings and events irrespective of physical capabilities – suitable rooms selected.			
	Ensure that staff have appropriate training as needed when working with children with specific physical needs on how to adapt their learning environment.			
	Continue to seek advice and support external services and programs that children require on how to adapt their learning environment.			
Hearing loops are	Review current provision.	As per standard service and	School facilities team in	Those students with hearing
functioning properly and fit		maintenance schedule.	conjunction with central	issues can access all lessons
for purpose	Liaise with Inclusion Team to ensure all students are appropriately provided for to access lessons.	Additional provision as required.	Estates Team.	in the areas of the school they use.



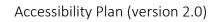


Targets	Strategies	Timescale	Responsibility	Success Criteria
	Maintenance schedule in place for current provision.			
Whole school building is accessible	Ramps Corridor width Disabled toilets and changing facilities Library shelves at wheelchair-accessible height Note if areas of the building are inaccessible the school will re timetable wherever possible.	Ongoing	School facilities team in conjunction with central Estates Team.	Those students with physical needs can access all lessons in the areas of the school they use.
Emergency evacuation routes are suitable for all	Ensuring routes and exits are clear at all times. Routines in place to check and monitor all emergency exits. Personal Emergency Evacuation Plans in place for children with impaired mobility. Facilities team to check and monitor.	Ongoing	School Business Manager and facilities team, in conjunction with central Facilities Team. SLT (Health and Safety lead)	All building users irrelevant of physical or mental capacity can escape premises safely in emergency situation.





Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure there are enough fire	Regular checks of all	Ongoing – daily	All staff – facilities staff	All disabled personnel and
exits around school that are	walkways and exits.		(caretakers and cleaners)	students have safe
suitable for people with a				independent exits from
disability	Staff are aware of			school.
	requirements to keep			
	emergency routes and exits			
	clear of obstruction			
	Immediate removal of			
	obstruction upon discovery.			
Full access to all school trips	Assess provision of	Ongoing	All staff – in particular those	All students irrespective of
and off-site experiences for	accessible transport and		organising trips/off site	physical capabilities have
all students irrespective of	ensure trips are planned		visits and EVC	opportunity to participate in
physical disabilities	with consideration for			off-site activities.
	physical capabilities of			
	intended students –			
	reasonable adjustments			
	made.			
	Where possible tailor off-			
	site experiences to			
	accommodate physically			
	impaired students and			
	where no alternative is			
	available, ensure similar			
	experiences provided for			
	physically impaired			
	students.			
Supporting safe movement	Use of provision such as			
around the school building	early passes allows pupil			
and site	movement in quieter			





Targets	Strategies	Timescale	Responsibility	Success Criteria
	transition periods			
	throughout the day			
	Adult supervision provided			
	as required and appropriate	e		
	Hoist / ramps provided and serviced	ı		
	Doorways and corridors are wide enough for wheelchai use.			
	Automatic doors			
	Elevators serviced and in use			

A1.3 Improve Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
To improve the delivery of information to pupils with a disability	Communication friendly signage within schools Providing pictorial or symbolic representations Large print resources	Ongoing	All staff, in particular the SENDCo and SLT	All pupils access information with barriers removed





	Braille			
	Induction loops			
	Use of Assistive Technology			
	School to continue to be			
	proactive in seeking external			
	specialist support and			
	advice as needed.			
Website – To be compliant,	Annual QA review by central	Annual	Central Marketing Manager	Compliant website.
up to date and displaying	Marketing Manager.		= Communications Lead,	All policies to be current and
accurate information.	All policies and procedures		Business Manager and	relevant.
	to be reviewed and ratified		Headteacher	
	within given timescales and			
	due dates.			
	Use of videos to relay key			
	information to parents,			
	guardians and pupils.			
To improve and develop	Using a variety of formats	Ongoing	Central Marketing Manager	All parents/carers are aware
alternative formats and	for communication,		= Communications Lead,	of alternatives available and
platforms for sharing	including text, email,		Business Manager and	how these can be accessed.
information with school	student-post and social		Headteacher	Feedback from
community.	media. Ensure all			parents/carers references
,	parents/carers are aware			various platforms.
	that the school can provide			<u>'</u>
	communication in large text,			
	via telephone and face to			
	face meetings if required			
	and requested.			





	Check that correspondence sent home is accessible in relation to reading ability language etc.			
To provide information around support offered in school.	Website signposting support for specific needs. Inclusion team represented at parental evenings.	Ongoing	Communications Inclusion Team -SLT	Parents/carers aware of support offered in school and how to access it.





5. Monitoring arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Director of SEND, SENDCO and the Business Manager.

It will be approved by the Trust Executive Team and noted by the local governing body committee with responsibility for Inclusion.