



Montpelier Primary School

Accessibility Policy

Date of Policy	Next review date	Reviewed by
Autumn 2021	Autumn 2024	Headteacher reporting to SDC

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1. Aims

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

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

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and SEND Code of Practice 2014.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. 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 favorably 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.

The Definition of Disability under the Equality Act 2010 states that a person has a disability if:

'They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Vision and Values

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, 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.

2. Montpelier Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school:

- 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; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and 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 will be made available in various preferred formats within a reasonable time frame.

3. We acknowledge that there is a need for ongoing awareness-raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

4. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Health & Safety (including off-site safety)
- Special Educational Needs & Disability
- Behaviour for Learning
- Safeguarding Policies

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

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

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current good practice	Objectives <i>Short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Montpelier Primary School offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To increase awareness of disability in all children.</p> <p>To ensure the school is an inclusive environment in which difference and disability is represented in resources and the curriculum.</p> <p>For senior leaders to understand the extent to which children with SEND access additional activities such as after school clubs and music lessons.</p>	<p>An audit of library corners in classrooms for representation of disability.</p> <p>Audit of displays for disability images.</p> <p>Review of assembly planner for awareness of disability.</p> <p>Audit of access to clubs and music.</p>	<p>CL</p> <p>CL / AG / KF</p> <p>CL</p> <p>Rondo in liaison with SLT</p>	<p>October 2021</p> <p>October 2021</p> <p>October 2021</p> <p>December 2021</p>	<p>Each library area has a representation of disability.</p> <p>Displays in the school have some representation of disability</p> <p>Children talk positively about disability.</p> <p>No incidents of negative language or experience related to disability. Provider's offer is inclusive for all.</p>

<p>Improve and maintain access to the physical environment</p>	<p>Montpelier Primary School has three accessible toilet facilities; two on the ground floor and one on the first floor. All are fitted with handrails and pull emergency cords which link to audio and visual alarms at the reception desk.</p> <p>The school has a passenger lift for use by disabled pupils, staff and visitors.</p> <p>All external and internal ground floor doors are on a flat, stable surface and accessible to wheelchair users.</p> <p>All corridors are wide and allow unobstructed access for wheelchair users.</p> <p>Montpelier Primary School is adapted to the needs of individual pupils as far as possible and as required.</p> <p>The school provides stability rails and steps etc so that pupils can access facilities safely and independently as far as possible.</p> <p>The school has a marked 'Disabled Parking' bay close to the entrance/exit to the staff car park.</p> <p>The school has an 'Evacu-chair' which may be used to evacuate a wheelchair user in the event of an emergency.</p>	<p>To continue to ensure that individual pupils have the necessary equipment to aid their access to facilities, e.g. rails, steps, furniture.</p> <p>To maintain outdoor surfaces to remove impediments to wheelchair users.</p> <p>To use the Evacu-chair in a practice drill for emergency evacuation.</p> <p>To audit the premises annually and make recommendations/improvements as necessary.</p>	<p>SENDCO to maintain an overview of individual pupils' requirements and to place orders as nec.</p> <p>Site Manager to conduct regular checks on playground surfaces and equipment and report any shortcomings to SBM.</p> <p>Planned evacuation drill must always include the Evacu-chair.</p> <p>Annual review to take place during August holiday.</p>	<p>SENDCO</p> <p>Site Manager/SBM</p> <p>SBM</p> <p>SBM/Site Manager</p>	<p>Ongoing</p> <p>Daily/weekly</p> <p>Termly</p> <p>Annually</p>	<p>Success criteria</p> <p>No pupil is disadvantaged by lack of a physical aid.</p> <p>All areas of playground are accessible for all children.</p> <p>Identified staff know how to operate the Evacu-chair.</p> <p>The site remains compliant with legislation and any improvements are proposed/reported to governors.</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Use of appropriate technology within our IT structure. • Technology is purchased to meet individual needs. • Teachers present materials in appropriate format(s) for the pupil. • Clear and straightforward internal signage is used • Large print resources are available • Braille signage identifies accessible toilets • Pictorial and symbolic representations are used in classrooms 	<p>Ensure that the most up to date/effective technology is deployed for individual pupils' needs.</p> <p>Ensure that items of SEND equipment are in good condition and available to all pupils who need them.</p>	<p>IT support provider to recommend or supply relevant technology to meet a pupil's individual requirement.</p> <p>Class-based staff to be aware of pupils' needs and how best to deliver curriculum topics/activities to them.</p> <p>SEND Educational resources audited annually and renewed as necessary.</p> <p>Directional and emergency signage reviewed and refreshed as necessary.</p>	<p>SEND/CO/IT provider</p> <p>SEND/CO</p> <p>SEND/CO</p> <p>SBM</p>	<p>Ongoing</p> <p>Annual and ad hoc for individual pupils.</p> <p>Annual</p> <p>Annual</p>	<p>Pupils are able to effectively use IT to support their curriculum access</p> <p>Teachers are confident in their knowledge of how to present material to individual pupils with SEND</p> <p>Large print resources are available to meet pupils' needs.</p> <p>Stock of SEND equipment is in good condition and at an appropriate level.</p>
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the head teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) policy and information report
- Supporting pupils with medical conditions policy
- Diversity & Equal Opportunities Policy

Appendix 1: Accessibility audit template to be used for annual audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

