



## Medina Primary School ACCESSIBILITY PLAN

### 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

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.

Medina Primary School believes in the inherent equality and value of individuals of all ethnic groupings, classes and abilities or disabilities. Medina Primary School encourages pupils and staff to:

- Acknowledge and accept different and diverse abilities and disabilities
- Remove or break down stereotype or prejudice
- Develop respect for themselves and for others
- Appreciate that everyone has a contribution to make to the school and wider community

The 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.

To develop the plan we consult and take advice from (amongst others): LA disability awareness adviser, sensory impairment service, educational psychologists, CAMHS, various outreach services, LA architects, medical professionals.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

### 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 '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.

## Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objective <i>State short, medium and long-term objectives</i>	Action	Person responsible	Completion date	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum eg large print books, writing slopes, specialist seating, visual timetables, IT support etc and additional adult support. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. There are termly education plan meetings with teacher/parent pupil for all SEND children where access to the curriculum is discussed and actioned. Assemblies on various disabilities Staff plan how pupils can access residential visits and PE.</p>	<p>Continue to promote awareness and respect for disabilities (long term). Consolidate our individual target setting process to ensure the needs of our disabled pupils are being met (short term). Develop foundation subjects to ensure that adaptations are made as necessary to ensure high quality access and opportunities for raising awareness of disabilities are taken where appropriate (medium term).</p>	<ol style="list-style-type: none"> <li>1. Continue to raise staff knowledge, awareness and skills in understanding how to improve accessibility for pupils with disabilities.</li> <li>2. Maintain evaluation of resources to suit individual needs and adapt as necessary.</li> <li>3. Inclusion Manager to consult with curriculum lead (Deputy Head) and subject leaders when they are developing the curriculum.</li> <li>4. Pupils with SEND to be discussed in termly Pupil Progress meetings.</li> </ol>	<p>Headteacher/ Inclusion Manager</p> <p>Inclusion Manager</p> <p>Inclusion Manager</p>	<p>July 2022</p> <p>July 2022</p> <p>July 2022</p>	<p>Pupils with disabilities able to access all aspects of the curriculum</p> <p>Pupils with disabilities able to access all aspects of the curriculum</p> <p>All subjects have a statement how the curriculum can be adapted for disabilities Pupils with SEND can access curriculum and make good progress</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> <li>• Visual site survey actions taken eg coloured marking for VI pupils</li> <li>• Individual work stations</li> </ul>	<p>To have the best possible access on our site</p>	<ol style="list-style-type: none"> <li>1. Signage for disabled parking bay</li> <li>2. Ensure adaptations are planned and delivered</li> </ol>	<p>Site Manager</p> <p>Site Manager/ Headteacher/ Inclusion Manager</p>	<p>July 2022</p>	<p>Signage is clear</p> <p>The inside environment is appropriate to meet the needs of all pupils</p> <p>School grounds are risk assessed so that it is appropriate to be used by all pupils</p>

<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"> <li>• Internal signage eg visual timetables</li> <li>• Large print resources including diagrams, test papers, ipads linked to IWBs</li> <li>• Pictorial or symbolic representations</li> <li>• Seating plans including environmental eg no glare</li> <li>• Additional adult support as necessary</li> <li>• Termly meetings with parents and pupils including annual reviews</li> </ul>	<p>Ensure all disabled pupils in particular those with visual impairment or autism continue to be supported through high quality communication whether visual or oral</p>	<ol style="list-style-type: none"> <li>1. Continue to meet regularly with external agencies to seek advice</li> <li>2. Continue to update staff including lunchtime staff at least annually on needs of pupils</li> </ol>	<p>Inclusion Manager</p>	<p>Termly Annually</p>	<p>All classes have visual timetables Individual pupils have visual timetables as necessary</p>
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## **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 governing body.

Date of Review: January 2021

Date of Next Review: September 2024