

# MOTTRAM ST. ANDREW PRIMARY ACADEMY



## 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.

At Mottarm St. Andrew Primary Academy, 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 develop a culture of awareness, tolerance and inclusion.

Our school promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.

We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities and /or Special Educational Needs

We will prioritise sufficient resources to support the actions identified in this plan.

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

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

The school support 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.

## **Legislation and Guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department of 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 and hearing, and long-term health conditions such as asthma, diabetes 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 adjustment to the premises.

## Action Plan

### ***Increase the extent to which disabled pupils can participate in the curriculum.***

<b>Target</b>	<b>Action</b>	<b>Responsibility</b>
Provision maps identify any adjustments needed to ensure that all disabled pupils can participate fully in the curriculum.	Adjustments may be recommended by specialist support or from the observations and experience of class teachers, the SENCo or members of the SLT.	Class Teachers, SENCo, SLT
Resources are identified to support individual disabled pupils.	Class Teachers and the SENCo will research resources available to support any specific individual need.	Class Teachers, SENCo
Disabled pupils are able to participate in enrichment activities, day visits and residential.	When needed, risk assessments are completed, and reasonable adjustments identified to ensure that disabled pupils can fully participate whenever possible. This may include the provision of additional staff.	Class Teachers, SENCo, SLT

### ***Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.***

<b>Target</b>	<b>Action</b>	<b>Responsibility</b>
Ensure wheelchair access to the main building, EYFS unit and the Year 6 classroom.	In place. Ramp access to the side of the main building and level access to the EYFS unit and Year 6 classroom.	In place.
Provide accessible toilet facilities.	In place. The school has one accessible toilet in the main building, one in the EYFS unit and one in the Year 6 classroom.	In place.
For any pupil with a disability, ensure that the physical environment meets their needs, and reasonable adaptations are made as needed.	Needs assessed when a disabled pupil joins our school or the needs of an existing pupil changes.	SENCo, SLT, School Administrators (responsible for Health & Safety).

### ***Improve the availability of accessible information to disabled pupils.***

<b>Target</b>	<b>Action</b>	<b>Responsibility</b>
Adaptations made or alternative formats provided to meet the needs of individual pupils as required.	Explore adaptations or alternative formats to improve the accessibility of information for individual disabled pupils.	SENCo, Class Teacher