

## **ACCESSIBILITY PLAN**

### **Monkwick Infant School - School Accessibility Plan**

#### **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

#### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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."

#### **Key Objective**

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in Monkwick Infant School's community for pupils, and prospective pupils, with a disability. However, Monkwick Infant School does have stairs in the main building.

The re modelling of the site in September 2015 now means full access can be made to the new EYFS building and with the planned addition of a lift to support the set of stairs in the main building, the school could successfully meet the needs of pupils in wheelchairs or those with severe mobility problems.

#### **Principles**

Compliance with the DDA is consistent with Monkwick Infant School 's aims and equal opportunities policy, and the operation of Monkwick Infant School's SEN policy. Monkwick Infant School recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

Monkwick Infant School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Monkwick Infant School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

#### **Activity**

##### **a) Education & related activities**

Monkwick Infant School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

##### **b) Physical environment**

Monkwick Infant School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. We will continue to review teaching areas and the accessibility of facilities and fittings.

**c) Provision of information**

Monkwick Infant School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

**Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- school development plan
- staff development plan
- building and site development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies.

Appendix 1 School Accessibility Plan

Appendix 2 Pupils with disabilities - Prior to admission checklist

## Appendix 1 School Accessibility Plan

Timeframe		Target	Activity	How	Outcomes
Short Term	1	Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting to share Accessibility Plan Governors meeting	School complies with requirements of DDA and Code of Practice
Short Term	2	Ensure school visits are made accessible to all pupils	To refer to LA guidance on school visits  EVC to be aware of LA contact	Consult Essex website and Ed. Visits folder	Liaison with parents to co-ordinate inclusion details  Staff aware of procedures
Medium term	3	Planned adaption of lift/ or ramping for the stairs in the main building to ensure internal movement to hall is accessed.	Liaise with LA on specifications	Advice from LA	Access to the school hall area without physical barriers  Inclusive environment for pupils with physical impairment
Medium term	4	Improve availability of written material in alternative forms	School aware of services for converting written information into alternative forms	HT / Admin research available services at LA Budget share to be allocated	School able to deliver information to all pupils and parents in appropriate formats
Medium term	5	Improve working environment for pupils with visual impairment/use of neutral colours in classrooms to support with sensory stimulation.	Incorporate appropriate colour schemes when refurbishing, and check condition of blinds on south facing windows	Seek advice from LA	Pupils able to work independently in all teaching areas
Long term		Classrooms to be successfully organised for disabled pupils	Conduct an audit of teaching bases and seek advice from LA Sensory Support Service on colour schemes	Site meetings, Classroom plans. Finance from internal redecoration Budget share.	Physical accessibility for pupils increased
Long term		Improve access to all designated areas over time	Ramped access to buildings as necessary.	Planned use of devolved capital allocation, as part of planned improvements and refurbishment	All ground floor teaching areas accessible

## Appendix 2

Pupils with disabilities - Arrangements for the admission of pupils with disabilities.

Prior to admission checklist:

- Liaison with agencies involved with the pupil.
- Contact with previous educational establishment.
- Meeting with School Nurse.
- Meeting with parents/carers.
- Audit of provision.
- School based meeting to discuss staffing needs and physical requirements.
- Appointment of personnel / adaptation of facilities if needed.
- Training of staff if required.

Steps to prevent disabled pupils being treated less favourably than others.

- Allocation of named adult.(SENCO)
- Additional support to enable full access to curricular and extra-curricular activities.
- Regular meetings to review suitability of provision for specific pupils.
- Staff In Service Training.

Existing facilities to assist access to school of pupils with disabilities.

- Re modelled entrances to EYFS building.
- Facility for any year group to be accommodated in downstairs classroom.
- Accessible toilet with changing table and showering facilities in both buildings
- Wheelchair access to all toilets.
- Access to print enlarging facilities.
- Yellow highlighting to all stepped areas of school.