

Mawnan CE VA Primary School



Accessibility Plan

| Review Cycle | Date of Current Policy | Author(s) of Current Policy | Review Date |
|--------------|------------------------|-----------------------------|-------------|
| 3 Year | March 2021 | J Pridmore | March 2024 |

| Review & Ratification Required by Governor's Sub-Committee Only | Name of Governor's Sub-Committee | Ratification required by Full Governing Board |
|---|----------------------------------|---|
| Yes/No | Curriculum and Standards | Yes/No |

Reviewed by Governor's sub-committee

| Role | Name | Signature | Date |
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Ratified by the Full Governing Board

| Role | Name | Signature | Date |
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Details of Policy Updates

| Date | Details |
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Accessibility Plan

At Mawnan School, we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Mawnan School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities:

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Contextual Information

Mawnan School is a single-story building and has a disabled toilet in the main foyer. The school is maintained under the PFI2 agreement by Interserve. It is possible to access all areas of the school building in a wheelchair and to navigate around all areas of the outside. Access to the field and adventure playground at present would be tricky as there is no designated ramp.

At present we have no wheelchair dependent pupils, parents or members of staff;

The school has children with a range of disabilities to include moderate and specific learning disabilities.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

What is already in place?

- The school layout is wheelchair accessible throughout. The school has two accessible toilets accessible from all areas of the school. The school carpark has a dedicated space for parents with children that have a disability and who are blue badge holders.
- Arrangements are made for pupils with allergies or medical needs (e.g. epi pen), Risk assessments are used to ensure activities on and off the school site cater for the needs of children with specific difficulties including physical disabilities.
- Where possible additional equipment is made available to enable SEND pupils to access the curriculum and be involved in all activities e.g. special scissors, pencil grips, specific seating, sensory resources, IT etc. The SENDCo and another member of staff has received positive handling training e.g. Team Teach.
- Access arrangements are in place to support children with their SATs.

The accessibility audit

The governing board will undertake an **annual** Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

This plan is reviewed **every three years** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Mawnan C of E VA Primary School Accessibility Plan 2021-2024

| 1. Improving Participation in the curriculum | | | | | |
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| Target/Issue | Lead | Strategy/Action | Resources | Timescale | Success Criteria |
| Effective communication and engagement of parents | Headteacher SENDco | Introductory meetings in the autumn term, followed by termly meeting with parents and carers. Termly IPP meetings with parents of children with SEN support and EHC Plans Opportunities for alternative methods of communication offered for parents who are unable to attend meetings in person, for whatever reason, in the school building eg online virtual meetings; telephone calls; alternative site. | -Support to write IPPs -Rooms for meetings -Diary dates | On going | Increased engagement of parents |
| Training for staff on increasing access to the curriculum for all learners and removing potential barriers | Headteacher SENDco | First Aid training to Epi pen and asthma Policy for medicine and medical conditions to be updated Training from outside agencies- MPS Society , Speech and language, EP and OT etc Staff meeting lead by | -Staff meeting -TA training | Annually | All staff are trained and potential barriers are foreseen then removed before a problem arises Staff are confident in supporting children with all learning needs |

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| | | <p>SENDCo on removing barriers</p> <p>Annual Audit of staff knowledge, understanding and confidence of specific learning needs carried out by SENDCo.</p> | | | |
| Appropriate use of specialised equipment to benefit individual pupils and staff | SENDco | <p>I pads available to support children with difficulties</p> <p>Sloping boards for children with physical disabilities</p> <p>Coloured overlays or coloured paper for children with visual difficulties or dyslexia</p> <p>Task boards for children with processing and/or working memory difficulties.</p> <p>Use of wobble cushions, weighted blankets</p> <p>Pencil grips and other sensory items</p> <p>Monitor and observe use of equipment Eg PECS, visual timetable, other visuals, writing with symbols , wobble cushions and sensory items etc</p> | <p>-Audit of equipment and needs</p> <p>- Staff training</p> <p>- Cost of resources</p> | Annually | SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning |

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| Appropriate use of intervention and their success and impact on progress | Headteacher,Assistant Headteachers and SENDco | Headteacher and SENDco to review interventions for impact and progress termly during pupil progress meetings and learning walks. | Tapestry Pupil tracker on FFT | Termly | All children make sustained and substantial progress |
| Curriculum resources include examples of people with disabilities | SENDco | SEN Resources to be audited for examples and new resources bought if required | -SEND budget | On going | Resources which reflect all types of disabilities |
| The relative strengths related to specific needs are utilized and celebrated. | SENDCo All staff | All staff to have knowledge of the strengths related to specific needs and can identify them in their pupils. SENDCo to provide cpd. | | on going | The strengths related to specific learning needs are seen to be utilised in planning and delivering the curriculum |

| 2. Improving Physical Environment | | | | | |
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| Target/Issue | Lead | Strategy/Action | Resources | Timescale | Success Criteria |

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| Evaluate day and residential trips in light of current cohort | Headteacher SENDco | Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming. | -Risk Assessments -Time for pre visit if required | On going | All SEND are able to access all trips during their time at Mawnan |
| Ensure all children feel safe and involved at playtimes | HLTAs and TA | Playground leaders to encourage children to join in games TAs to report children who may not be involved at playtimes to class teachers | -Training for playground leaders -Buddy system for new children | On going | Children feel safe, valued and included in school – evidence in survey results from children |
| Maintain safe access round the interior and exterior of the school | Headteacher Interserve | Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear | Daily premise check by Interserve | On going | There is safe access through put the school |
| Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation | Headteacher | Audit SEND children use of clubs and extended services Risk assessments put in place if needed | - risk assessments | On going | Increased access of SEND children at After school clubs and extended successfully and happily with the correct support if required |
| To provide additional space for ECHP children to be able to relax and use as a sensory area | SENDco Headteacher | Development of the school garden and outside classroom Use of the sensory room | Funding and risk assessments | On going | The sensory needs of all pupils are met |

3.Improve the Delivery of Written Information

| Target/Issue | Lead | Strategy/Action | Resources | Timescale | Success Criteria |
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| Ensure the new website has the option to translate into required languages | Headteacher | Ensure launch of new website has a translation service | Eschools website | By March 2021 | Website will be able to be translated into all required languages |
| Ensure written materials are available in alternative formats | Headteacher | Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers | | Ongoing | Parents are able to access all information |
| Ensure all staff are aware of accessible formats. | Teachers and Teaching assistants | Guidance provided to staff on dyslexia and dyscalculia accessible information. Children provided with appropriate materials in a dyslexia-friendly environment. | Staff training | Ondyslexia-friendly environmentgoing | Staff understand how to ensure written information can be equally accessed. |