



## **Morpeth First School**

### **Accessibility Plan 2019 - 2022**

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Approved by the Governing Body: D Comb

This Review: Autumn 2019

To be reviewed annually against targets for 2019-2022

New targets to be set 2022

### **Context**

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for ensuring:

- Full access to the curriculum for pupils
- Full access to the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Full access to information for pupils, parent/carers and other users of the building whether they are not disabled or not.

A disability under the Equality Act 2010 is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

## **Our School vision**

We are continually striving to achieve our school vision (see website) which includes the following statements:

‘..To be committed to inclusivity and equality of access to learning for all’

‘..To work together as a community with shared purpose to create a secure, safe, warm and caring environment that encourages respect and recognises respect for all.’

‘..Respect diversity, appreciate uniqueness and emotional development’

## **Our school environment**

Morpeth First School has clear ways of identifying , assessing and making provision for Special Educational Needs and Disability (SEND) as set out in our SEND information report (see website) . We are an inclusive school and as such, welcome learners with diverse needs. We are happy to work with parents and other outside agencies to listen to requests for accessibility and incorporate them into our Accessibility Plan when they arise. We respect the voice of the learner and their families and their preferences for how the learner’s needs should be met.

We are a new build school which has been designed to allow disabled access to all areas of the building through the use of appropriately sized accessible entrances to classes, a lift to the upper floor and accessible outdoor spaces both on the ground floor and on the upper roof terrace . The school will make further reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan in advance so that thought is given to what disabled stakeholders may require in the future and what adjustments can be made to prevent that disadvantage.

## **Current position –**

Our current school position is outlined in the SEND Information Report and Equalities report (see website)

We currently have 288 mainstream pupils in Reception to Year 4 on roll with 41 part time pupils in the Nursery.

The proportion of pupils with SEND support and the proportion of pupils with an Education Healthcare Plan are below National averages.

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 plans that the school will prioritise over the next 3 years.

This plan is available in large print on request.

## **Accessibility Plan Morpeth First School**

### **2019-2022**

<b>Curriculum</b>					
<b>Priority</b>	<b>Action</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Success criteria</b>
Effective communication and with parents/carers	Parent workshops to support core curriculum areas Stay and learn sessions Parents evenings (termly)	In place and ongoing	Time allocated	SLT Subject managers	Parents fully informed about progress and able to support child's learning at home
Training for increasing access to the curriculum for all	Epipen and diabetic training for staff Facilities to provide children with ongoing specific medication Training from Hub learning team as appropriate to support children Ongoing guidance from specialist (eg sensory support, speech therapy etc as required) Access to courses/CPD Partnership curriculum meetings/ links	In place and ongoing Annual epipen training Diabetic training annually when required	Training time TA support allocation Regular visits from outside professionals	SLT SENDCo	Increased access to the curriculum Needs of learners met Record of staff training
Effective use of resources to increase access to the curriculum for all pupils	Strategic deployment of support staff Use of ICT	In place and ongoing	Staffing Specific computer software/hardware as required	SLT SENDCo	Positive impact on pupil engagement and progress Barriers to learning are removed
Adaptions to the curriculum where appropriate	Pastoral support timetable adaptations Individual programmes (eg speech therapy) Attendance at support sessions offsite Use of access arrangements for statutory testing where appropriate	In place and ongoing	Sesory team HUB referrals Incl Ed psychologist	SENDCo HT	Needs of all learners met enabling positive outcomes
Appropriate use of specialised equipment to benefit individual pupils and staff	i-pads/ICT resources used to support recording and learning Sloping boards for pupils with motor difficulties Specialised textured sensory cushions Handwriting aids (specialised pens etc) Use of chew/fiddle toys	In place and / or ordered when required	Specialist equipment as required	SENDCo Class teachers SMT	Needs of all learners met enabling positive outcomes Access to curriculum improved
Improve access for children with visual/hearing impairment	Sensory impairment team involvement Use of appropriate aids as required based on needs	As required	Cost of equipment as required	SENDCo	Sensory needs met and access to the curriculum improved

Out of school activities and clubs are planned to ensure reasonable adjustments are made to enable the participation of all pupils wishing to attend	Risk assessments undertaken with off site visits to ensure safe participation of those with particular needs including dietary needs on residential visits Equipment provided for school based clubs to enable equal access External providers to comply with legal duties	In place when required	Specialist equipment provided where appropriate for clubs	SENDCo Class teacher/club leaders	Extra curricular activities accessible for all children with SEND
<b>Physical Environment</b>					
<b>Priority</b>	<b>Action</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Success criteria</b>
Provision of wheelchair accessible toilets indoor (both floors) and outdoor	Maintain standards of accessible toilets by ensuring entry and internal access is unhindered. Provide clinical waste bins in internal facilities	In place and ongoing	Maintenance costs	SLT Caretaking staff	Physical accessibility of facilities maintained
Access into school, reception area and corridors to be fully compliant	Designated disabled parking bays to be appropriately used. Office staff to challenge visitors who park in disabled bays when not entitled Doors and corridors to be regularly risk assessed for accessibility to ensure that they are free from extraneous furniture and belongings Lift to be fully operational	In place and ongoing	Maintenance costs	SMT Office staff Maintenance regime for lift as required by suppliers	Physical accessibility of facilities maintained
Maintain safe access around exterior of school building	Ensure that pathways around school are kept free of vegetation and front plaza brickwork is even and kept ice/snow free through appropriate gritting policy	In place and ongoing as required	Maintenance costs	SMT Caretaking and maintenance staff	Physical access around school is safe for all disabled users
Support for accessibility for visual impaired users	Steps/steep areas highlighted in yellow, non-slip tape, regularly checked and faults reported immediately to Caretaking staff Flooring regularly checked for irregularities and lifting surfaces, faults noted and reported to building contractors where required Doors in contrasting colours to corridor walls	In place and ongoing	Maintenance /replacement costs	SMT Caretaking staff	Physical safety for visually impaired users is maintained
Support for accessibility for hearing impaired users	Hearing loop/soundfield installed in main office Alarm linked to flashing light signal Visual panels in doors to allow view of users coming in opposite direction	In place and ongoing	Maintenance when required	Office staff	Physical safety for hearing impaired users is maintained
Provision of EVAC equipment and accessible emergency	Maintain appropriate checks to ensure equipment is maintained Provide staff training for safe use of EVAC equipment	In place and ongoing	Maintenance costs	SMT/Caretaking Team Fire checks	Physical safety for disabled users is maintained

phone in upper floor stairwell					
<b>Information</b>					
<b>Priority</b>	<b>Action</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Success criteria</b>
Availability of written material in alternative forms	Improve availability of information for parents – display leaflets for parents to collect Provide translated/large print documents where required	Ongoing	Contact details and cost of translation/adaptation as required	SMT Office staff	Parents have access to relevant information on request
Ensure that materials are accessible for pupils	Use of coloured overlays or paper where required Signage clear within Adapted test materials where required	Ongoing	Cost of coloured paper /overlays	Teaching staff SENDCo	Children can access relevant information