



Montalbo Nursery and Primary School

Accessibility Plan 2021-2023

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Montalbo Nursery and Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Montalbo Nursery and Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Montalbo Nursery and Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Montalbo Nursery and Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Montalbo Nursery and Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior

to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance, Staffing and Premises Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

2. Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of information**

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of the school day present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

Since our extension and works carried out through the academic year 2018-2019 the school is much more accessible. For example, accessible toilets have been created for children and adults, discrete changing areas have been built, access to all outside areas have been improved.

Curriculum

There are no areas of the curriculum where disabled pupils cannot participate. Adjustments are made through differentiating the lesson, adult supervision or extra resources. These include staff wearing remote microphones for children with hearing impairments or enlarging texts for children with sight needs.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others, should a need be present. Staff are well trained to use PECS for example.

4. Access Audit

The school is now one continuous building, with extension work linking two older buildings and making further additions. The building is single story and accessible throughout. The school has internal emergency signage and escape routes are clearly marked and most of the routes are suitable for wheelchairs. An example of where adjustments could easily be made should the need arise include busy areas like our reception classroom, which has a lot of furniture and resources to enhance the provision. These could be moved and the room could be adjusted more easily. There are a couple of gentle ramps linking areas of different levels and these would need to be considered. The outside space is generally flat with good access all around.

5. Management, coordination and implementation

The Scholl Governors and Senior Leadership Team will consult with experts from the Local Authority/Health Departments when new situations regarding pupils/parents with disabilities arise and make necessary adjustments.

6. Action Plan

Aim 1 To increase the extent to which children with SEND can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To ensure the correct support is in place for Mental Health and Wellbeing	Work through ideas and strategies developed Wellbeing Award for School. Early Help referrals for children and parents as identified Mental Health assembly each week Organisations to support signposted on newsletter, website and app	Autumn term	Mrs Bartoli Mrs Leonard HT Relevant professionals eg school nurse	Children will feel safe, happy and settled
	To liaise with Nursery providers to review potential intake for Sept	To identify pupils who may need additional to or different from provision for September Intake	Each Sept.	HT Early Years Lead	Need identified and any adjustments made, relevant professionals consulted
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure

To establish close liaison with parents	To ensure collaboration and information sharing between school and families.	Ongoing	HT, All Teachers/ Office staff	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with on-going health needs. e.g Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel. To ensure staff are well-trained to support children with medical needs.	Ongoing	HT All Teachers TAs Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all	Outside Play visits; Employment of specialist advisory teachers;	Ongoing	Teachers	Advice taken and strategies evident in

	children.	staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants or outreach workers • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy/learning library/sensory team 		SENCO LA Advisers Ed Psych Sensory team	classroom practice. ASD children supported and accessing curriculum. Children with sensory needs supported.
MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review attainment of children with SEND	SENCO/Class teacher meetings/Pupil progress. Scrutiny of books/conversations with children Regular liaison with parents/carers Quality first teaching Outstanding support	Termly	Class teachers SENCO	Progress made towards Short Note, Support Plan, ECHP targets. Provision mapping shows clear steps and progress made

<p>To promote the involvement of pupils with SEND in classroom discussions/activities</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Makaton training for relevant staff • Giving alternatives to enable pupils with SEND to participate successfully in lessons such as enlarged print, microphones etc • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. Teaching of equalities to all • Training from CoL credits and sensory team 	<p>Ongoing</p>	<p>Whole school approach</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all pupils with SEND, parents and staff are represented within the school.</p>
<p>To ensure staff are well trained to understand how best to support children with SEND</p>	<ul style="list-style-type: none"> • Regular training for SENDCO • All staff to receive appropriate training to support children in their class • Liaise with LA advisers • Support from school nursing team 	<p>Ongoing</p>	<p>SENDCO All staff</p>	<p>Staff feel confident supporting children with SEND.</p>

	To deliver findings to the Governing Body	Share SEND updates on HT Report to Governors and through discussions with Governor responsible for SEND.	Annually	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress
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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Review provision for children with SEND	Review provision half-terminly Complete or review access audit each September.	Annually	SMT, Core curriculum co-ordinators Governors	All children making good progress.
LONG TERM	To offer expertise within school to other schools to support their children with SEND	During CoL meetings and meetings of NEPRC group offer to support others where applicable.	July 2022	HT/SENDSCO	School will be able to improve SEND support in other schools

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Maintain the recent improvements to the physical environment of school	Ensure that floors remain level and free from obstacles Ensure that lighting is well Maintained Ensure that toilets and changing area is in good order		SMT	Enabling needs to be met where possible.
	School has wide and clear routes for children, staff and visitors to use.	<ul style="list-style-type: none"> • Staff to consider classroom layout • Caretaker to ensure internal and external areas are cleared each day such as corridors and pathways 	Daily	All staff Caretaker	Ensure pathways, corridors and classrooms have clear pathways with no obstacles hindering access

<p>Ensuring all with a disability are able to be involved.</p>	<ul style="list-style-type: none"> • Create access plans for individual children with disabilities as part of Short Note/Support Plan process • Ensure children with specific needs have Personal Evacuation Plans in case of an emergency • Ensure sports coaches eg. Swimming teachers are informed of any SEN in order to keep children safe 	<p>September 2017</p>	<p>Office Staff/Teaching and non-teaching staff</p>	<p>Needs are met</p>
<p>Create changing facilities in the Reception classroom and a sensory space</p>	<ul style="list-style-type: none"> • Work closely with the Local Authority • Ensure spaces are fit for purpose • Equipment purchased to support children's needs 	<p>September 2021</p>	<p>HT LA Surveyor Occupational Therapy adviser</p>	<p>Children in reception with additional needs can be met within the classroom</p>

	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To discuss needs with parents interviews, liaise with external identify training needs and establish individual protocols where needed. Train staff in the Administration of Medicines/Pediatric First Aid/First Aid at Work Liaise with parents e.g. Nut free school Ensure care plans are in place and that staff are fully-briefed.	With immediate effect to be constantly reviewed	Head Teacher Occupational Health SBM Allergy Nurse	Children are safe and their needs are met
	Ensuring all parents have good access to school/school events	Ensure parents with disabilities can park in appropriate bays Arrange interpreters from the RNID to communicate with deaf parents (if applicable) offer a telephone call to explain letters home for some parents who need this adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To improve community links	School to continue to have links with Guide Dogs for the Blind and other organisations which support disabled people. Work with Alzheimer's association is taking place in 2019-20	Ongoing	SMT All staff	Improved awareness of disabilities/the wider community and their needs Improved community cohesion
	To improve access in school for wheelchair users	Ensure that corridors, pathways and classrooms remain clutter free. Look at widening two remain 'older' narrower doors.	Ongoing	HT	Wheelchair access across the whole site.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	Continue to develop playgrounds and facilities.	Look for funding opportunities ensuring that new purchases are accessible for all	Ongoing	HT SBM FOMS	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Pedestrian training for Y3. Bikeability for Year 6 children	Ongoing	PSHE Co-ordinator Caretaker	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Parent with Hearing impairment (if applicable)	Regular communication with parents Interpreter provided for parents' eve/annual reviews	Ongoing	Class teacher SMT	Two way communication in place.
	Parent with Sight impairment (if applicable)	Regular communication with parents Letters and correspondence available in larger font size/coloured backgrounds Electronic communication allows size to be increased by user	Ongoing	Class teacher SMT	Two way communication in place.
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children. Individual work stations to be set up if they help the individual Visual timetables created Buy in support from outside agencies e.g Mary Potsig Sensory breaks	Ongoing	All staff to be aware	ASD children able to access curriculum.

	Work with the LA sensory team to provide appropriate support	<ul style="list-style-type: none"> • Staff trained on ways to support children with visual and hearing impairments • Resources purchased to support children with identified needs 			
	Use research from Cognitive Sciences to improve knowledge retention from all learners	<ul style="list-style-type: none"> • HT to lead and trial evidence based research to reduce cognitive load on children. • Suggest practices which work well for all learners • Review and improve practice in light of pilot scheme/new research 	September 2021	HT All teaching staff to implement	All children learning and remembering more

<p>To review children's records ensuring school's awareness of any disabilities</p>	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher through thorough transition • Ensure following class has necessary adjustments/resources to support children with SEND • Ensure staff are trained appropriately to support identified need 	<p>Annually</p>	<p>SLT Class teachers Outside agencies</p>	<p>Each teacher/staff member aware of disabilities of children in their classes</p>
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				SLT Office staff	
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Widen 2 remaining narrower doors to allow better access	Seek advice from DCC over costs and timescales	tbc	HT	All doorways allow access for wheelchairs