



Accessibility Policy and Plan

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1. 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

At Morden Primary we have high expectations of everyone and are 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.

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

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

The policy and plan have been developed from information supplied by Merton Local Authority, and consultations with pupils, parents, staff and governors of Morden Primary School. Other external agencies and specialists have also been consulted where required.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It shows how access is to be improved for pupils, staff or visitors who have disabilities in the school, within a given timeframe, and anticipating the need to make reasonable adjustments to accommodate needs, where practicable.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for 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 or hearing, and long-term health conditions such as asthma, diabetes, epilepsy 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 adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Children, Family and Community Governor Committee.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equality Statement and Objectives
- Special Educational Needs Policy
- Health and Safety Policy
- Supporting pupils with medical conditions policy
- Behaviour Policy
- Critical Incident Policy
- Teaching and Learning and Curriculum Policies
- School Development Plan

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Timescale | Success criteria |
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| <p>Increase access to the curriculum for pupils with a disability <u>CURRENT GOOD PRACTICE</u></p> <ul style="list-style-type: none"> • A differentiated curriculum for children of all abilities • Use of specific resources to ensure certain pupils are able to access the curriculum fully. (sloping boards to aid physical disability, coloured overlays for pupils with dyslexia/visual difficulties; visual timetables and visual prompts; provision of laptops and ipads) • Experienced and well trained support staff including teaching assistants, Emotional Literacy Support Assistants, Jigsaw4U support worker. • Close liaison and collaboration with families. • Close liaison and collaboration with external agencies • Curriculum resources include examples of people with disabilities, especially in the promotion of sport and aspiration week. Images of artists/sports personalities or those with sporting talents who have disabilities so disability is seen as no barrier to achievement are promoted i.e. Rio, Olympics 2016, World Athletics and Para Athletics, London 2017 • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • Children with SEN have the opportunity to participate in a specialised borough Sports Day | <p>To ensure differentiation is used effectively in all lessons so that all children can access learning at a level appropriate to their abilities and stage of development.</p> <p>Increase the use of multi-media activities and use of ICT to support access to learning across the curriculum.</p> <p>To ensure all staff have at least basic understanding of catering for children with a variety of needs in their class, including hearing and visual impairment, ASD, ADHD and Downs Syndrome.</p> <p>To ensure intervention programmes continue to support progress in learning</p> | <p>SLMT and Core Subject leaders to monitor the quality of differentiation and provision for SEND/EAL/G&T/disabled pupils</p> <p>Specific equipment sourced Specific programmes, apps and websites sourced</p> <p>Source appropriate training</p> <p>Inclusion Manager to continue to monitor and audit interventions in place and where necessary, introduce new or amend current support.</p> | <p>SLMT Core Subject Leaders</p> <p>Inclusion Manager SLMT</p> <p>Inclusion Manager CPD Leader</p> <p>Inclusion Manager</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> | <p>Differentiation strategies clearly evident in planning, children's books and lesson observations.</p> <p>Delivery of the curriculum varies according to the specific needs of children. Pupil voice/questionnaires indicate children are able to access all learning.</p> <p>Staff confidence and development in supporting children with disabilities evident through appraisals and CPD reviews</p> <p>Provision map providing evidence of successful progress being made in interventions</p> |

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| <p>Improve and maintain access to the physical environment <u>CURRENT GOOD PRACTICE</u></p> <ul style="list-style-type: none"> • Single storey building makes accessibility easy for children. • Wheelchair access to the rear playground and front reception area • Evacuation plans take account of the needs of pupils, staff and visitors with medical conditions, physical difficulties and sensory needs. • Medical risk assessments are created in conjunction with parents and external agencies to ensure appropriate adjustments are made for children with ongoing medical needs. • Disabled parking available when required. • Disabled toilet in main school area is accessible and unobstructed. | <p>Ensure easy and swift access from the KS1 Learning corridor to the playground in an emergency situation</p> <p>Ensure access to the medical room is improved.</p> | <p>Ensure that the KS1 Learning Corridor to the playground remains clutter free and chairs are put under the desk after the area is used for learning.</p> <p>With the development of the new reception and office area, create a dedicated medical room that is clutter free and accessible to children.</p> | <p>EYFS/KS1 Leader Site Manager</p> <p>Office staff and SBM Site Manager</p> | <p>Ongoing</p> <p>Summer term 2018</p> | <p>Access to the playground via the KS1 Learning Corridor is accessible and clutter free.</p> <p>Children able to access the medical room without excess office stationery being in the way. Children being able to be appropriately attended to in the medical room.</p> |
| <p>Improve the delivery of information to pupils with a disability <u>CURRENT GOOD PRACTICE</u></p> <ul style="list-style-type: none"> • Staff have received training on Communication in Print • Pictorial or symbolic images used to support where appropriate • Awareness of font size/page layouts supports pupils with visual impairments. • Records passed up to each class teacher via end of year class teacher meetings. • Annual reviews with clearly defined targets • Medical forms updated annually for all children. • For pupils with significant health needs— information shared with staff e.g. displayed, on staffroom notice board /kitchen • School website has functionality to be in different languages other than English. | <p>To ensure the availability of written material in alternative formats when specifically requested.</p> | <p>The school will make itself aware of the services available for converting written information into alternative formats.</p> | <p>SLMT</p> | <p>Ongoing</p> | <p>Families are aware that they can request written information in alternative formats.</p> |