



Accessibility Plan 2015-18

(See also the [Newcastle Local Offer](#))

Introduction

This plan has been written to meet the requirements to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

Mounfield Primary School recognises its duty:

- 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.

Mounfield Primary School aims 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.

This plan will be reviewed regularly and will be updated every three years. It runs alongside our Equalities Policy, Disability Equality Scheme, SEN Policy, Equal Opportunities, Administration of Medicines, Safeguarding and Child Protection policies.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

- **They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.**

At Mounfield Primary School we provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles 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.

The three areas to be considered in the action plan are:

a) Improving education and related activities. Mountfield Primary will seek and follow the advice of LA services, such as specialist teacher advisers, SEN advisers, and appropriate health professionals from the NHS Trusts.

b) Improving the provision of information. Mountfield Primary will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

c) Improving the physical environment. Mountfield Primary will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Contextual Information

Mountfield Primary School is an inclusive school. It comprises a two storey building with wheelchair access to the main and rear entrances. Space in classrooms and cloakrooms is such that specific arrangements would have to be made if a pupil who uses a wheelchair joined the school, to ensure adequate space to manoeuvre. As a school, we have an excellent record with regard to making reasonable adjustments for pupils with disabilities. The playground area is tarmac and slopes to the rear entrance. We have a commitment to continuous improvement. Through self-review and training we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all our children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a central belief of the school that all children are enabled to participate fully in the broader life of the school including age appropriate after school clubs, leisure and cultural activities and school visits.

Information about the school's disabled population

Mountfield Primary over the years has included children with difficulties in Communication and Interaction, Cognition and Learning Needs, Social Emotional and Mental Health Needs and Sensory and Physical Needs. This has involved us in working with a variety of professionals to ensure the best possible education for disabled pupils. Home visits are undertaken for all children beginning Nursery and Reception and if any children have additional needs, the LA and health advisers are contacted for support and guidance. We have a number of children for whom we hold Inhalers to alleviate their asthmatic condition. Competent first aiders hold current first aid certificates. All medication is kept in a safe and secure place which has easy access to first aiders and staff members. We only administer prescribed medication.

How appropriate is the current provision?

Staff are highly aware of the issues faced by our disabled pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda.

Targets for 2015-18 and how we intend to achieve them.

Monitoring will be undertaken by the Premises Committee of the Governing Body, with advice from key professionals.

Target	Strategies	Timescale	Success Criteria
Identify children who may need additional or different provision.	Tracking a child's needs from their entry to school and at key points of their education – Where appropriate liaise with previous setting/parents/key professionals.	2015 ⇨	All practitioners have the information they need to ensure disabled children have access to a broad and balanced curriculum.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	2015 ⇨	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements.
All educational visits to be accessible to all.	Ensure each new venue is vetted for appropriateness. Ensure access to transport.	2015 ⇨	All pupils in school able to access all educational visits to take part in a range of activities.
Continue training for teachers and support staff on different aspects of SEN.	Review the needs of children with specific issues, providing relevant training.	2015 ⇨	All staff to be trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.
To ensure that all written communication/ signage is as clear as it can be for all groups of children/families.	Alter the size/colour of text and page layouts for children with a visual impairment. Audit signage around school to ensure that all school users find it accessible.	2015 ⇨	Children to access written information. Signage to be accessible to all stakeholders.
To provide and monitor the use of an accessible parking bay.	Ensure that the accessible bay is available for use.	2015 ⇨	Visitors to be able to access school.
All children and adults with a disability can be safely evacuated from the building in an emergency.	Regular checks on evacuation procedures. All children and staff requiring a personal emergency evacuation plan (PEEP) are in place and updated.	2015 ⇨	PEEP in place. Successful evacuation drill.
Improve access to the building	Investigate ways in which KS1 and KS2 entrances can be improved to accept wheelchair access.	2015 ⇨	Visitors can access the building other than through the main entrance.