



## **Mevagissey Primary School**

### **Accessibility Plan 2020-2021**

#### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

#### **Definition of disability**

A person has a disability 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 carry out normal day-to-day activities.

#### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

#### **Principles**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.



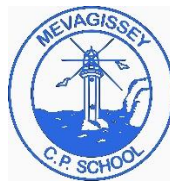
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
  
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person’s knowledge/parents’ knowledge of their child’s disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents’ and child’s right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

<b>Increasing Access for disabled students to the school curriculum</b>				
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Resource</b>	<b>Time</b>
Ensure all students have access to the maximum curriculum experience possible.	Continue to identify limiting factors to any planned activity and, where practicable, provide alternative activity of similar focus.  School to determine if there are any accessibility gaps in	All pupils have access to the full breadth of curriculum experience.	Curriculum planning time.  IEP/Learning Passports to highlight areas of need and provision	Dependent on needs of individuals.  Constant daily priority



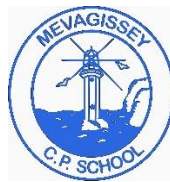
	the curriculum for current pupils with SEND.		Staff meetings, Book scrutiny, learning walks	
Ensure that all students have access to trips, residential and extra-curricular activities	Risk assessments carried out and all reasonable adjustments in place.  If sites are unsuitable for children with physical disabilities, alternative venues are sourced.	All pupils have access to trips, residential and extra-curricular activities	EVC advice, SENDCo to support identifying barriers and risk assessments	Dependent on need of individuals

<b>Improving Access to the physical environment</b>				
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Resource</b>	<b>Time</b>
All classrooms and learning environments are accessible to all pupils	Access and monitor all areas of the school to check access. Regular health & safety checks	All children can access all areas of the internal building	Advice from health & safety  Feedback from staff working with children with physical disabilities.	Facilities are good.  Adjustments made depending on individual need within appropriate timescale.
Some doorways to outside areas are not accessible to all pupils.	Access and monitor all areas of the school to check access. Regular health & safety checks	Wheelchair access can be made through the library where	Advice from Health & Safety manager	Facilities are good.



		classroom to outside access is limited.	Feedback from staff working with children with physical disabilities.	Adjustments made depending on individual need within appropriate timescale.
Ensure Personal Evacuation Plan (PEEP) in place where necessary.	Identify students requiring PEEPS and complete plan	All pupils have appropriate PEEPS and staff are aware of procedures	Health & Safety manager, SENDCo	In place. Reviewed annually or immediately if circumstances change.

<b>Improving the delivery of accessible information</b>				
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Resource</b>	<b>Time</b>
All appropriate staff are aware of any information regarding specific children.	Transition meetings with new teachers and SENDCo. Regular safeguarding meeting. Staff meetings, TA meetings.	All staff have access to information necessary for them to be able to support all children.	Up to date IEPs, one page profile, updates from SLT	At least termly.
Provide information in alternative formats	Information is given in format accessible to the individual e,g letters written in their first language, translators hired for meetings when necessary.	All parents have access to ALL vital information.	Translators, Admin staff, class teachers, senior leaders	Dependent on need and considering particular situations.



**Appendix 1: Checklist to identify barriers to access**

<b>Curriculum Access</b>	Yes	No	<b>Curriculum Access</b>	Yes	No
Do you ensure that teachers and TAs have the necessary training to teach and support disabled pupils?	√		Are all pupils encouraged to take part in music, drama and physical activities?	√	
Can your classrooms be optimally organized for those with disabilities?	√		Do staff recognize and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√	
Do lessons provide opportunities for all children to achieve?	√		Do staff recognize and allow for the additional time required by some disabled pupils to use equipment in practical work?	√	
Are lessons responsive to pupil diversity?	√		Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	√	
Do lessons involve work to be done by individuals, pairs, groups and whole class?	√		Do staff provide access to computer technology appropriate for pupils with disabilities?	√	
Are school visits, including residential, made accessible to all pupils irrespective of attainment or impairment?	√		Are there high expectations of all pupils?	√	
Do staff seek to remove barriers to learning and participation?	√		Are there appropriate access arrangements in place for public examinations (e.g SATs)?	√	



<b>Site and Buildings</b>	Yes	No	<b>Site and Buildings</b>	Yes	No
Does the size and layout of areas – including all indoor and outdoor areas – allow access for all pupils	√		Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities etc.		√
Are pathways of travel around the school site and parking arrangements safe? Are all entrances and exits safe?	√		Are staff aware of emergency and evacuation systems. Are these set up to include all pupils, including those with SEN and disability.	√	
Are non-visual guides used, to assist people to use buildings		√	Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?		√
Are areas to which pupils have access well lit?	√		Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	√	
Is furniture and equipment selected, adjusted and located appropriately?	√		Are door systems accessible to all?	√	
Is there flexibility over lesson change times to enable students to move around school at quieter times e.g lunch/break/home	√		Is there an accessible toilet of a size to accommodate a hoist and shower?	√	