



ACCESSIBILITY PLAN

January 2023

Imagine, Believe, Achieve

"Let us run the race before us and never give up"

Hebrews 12:1

Accessibility Plan 2022-2024

See also Equal Opportunities and Racial Equality Policy, SEND policy

The school recognises its duty under the Disability Discrimination Act (1995), the Special Educational Needs Disability Act (2001) and the Equality Act (2010):

- 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.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. The National Curriculum (last updated May 2015) underpins the ongoing delivery of an inclusive curriculum that:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

The school building dates from 1973 and is situated on a steep hill with steps and a ramp down to the playground area. The main building is on one level with additional storage and breakout/intervention rooms on the floor below. Steps lead to the main entrance, but levelled access is available at one side of the building.

Action Plan

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

1) Improving education & related activities

Our inclusive school will ensure that ALL children and prospective children will access a full and rich curriculum, and that any barriers to learning are identified quickly through an effective partnership with families and high-quality teaching and assessment. Where necessary, the school will continue to seek and follow the advice of LA services, such as Educational Psychologists and SEN teacher advisers, and of appropriate health professionals from the local NHS Trusts.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
	Any access issues for children and families starting school are identified promptly.	Discussion with family. Teacher assessment. Records/transition from pre-school settings. Support Plans	Any access issues are identified and plans put in place to reduce barriers, including adaptation of equipment and resources as required.	Ongoing for in year starters. As soon as possible for Sept 2022 starters	All new members of the community have equal access to the school and to learning.

	Staff are fully aware of Medical Needs (pupils and staff) and these are met.	Medical Care Plans updated accordingly. Discussions with families. Advice from Health as required.	Medical Care Plans are followed. Staff are appropriately trained to deal with medical needs.	Ongoing Reviewed at least termly.	<i>All members of the community are safe and pupils with medical needs fully access learning.</i>
SHORT TERM and MEDIUM TERM	Inclusion and Equality of opportunity are embedded within our school community and the ethos of our school.	Plan for inclusion of disability and equality issues to be explored with pupils explicitly and implicitly (through situations as they arise) in PSHE, Collective Worship, English, History, Art and wider curriculum areas as relevant.	Whole school community are aware of issues relating to equality of access and inclusion. Pupils have a developing understanding of a fair world.	Ongoing Specific examples by July 2023	<i>Society will benefit from a more inclusive school and environment.</i>
	Continuing Professional Development for new/existing staff on differentiating the curriculum and systems of support	Share OneDrive folder with materials to support teaching – explained at INSET, Sept 2022 Informal staff discussions and reflections on teaching of children and any barriers to learning. Performance management cycle and whole school monitoring	All staff able to more fully meet the needs of disabled children with regard to curriculum access. All staff aware of current systems and procedures. All staff signposted and 'open door policy' for continuing signposting and collaborative working to happen to address need.	Ongoing	<i>Increased access to the National Curriculum for all pupils. Increased teacher and teaching assistant skill-level.</i>
	The progress, achievement and attainment of all pupils is high	Teachers, SENCo and Head teacher track attainment and progress of children with SEND and use this to plan for continued progress, accelerating where necessary. Provide opportunities for all children to share achievements from their lives outside of school and celebrate.	All children, including children with SEND, make good progress in line with national expectations. All children with SEND leave MBHT with the skills and confidence to approach their next stage of learning.	Ongoing Termly review of data in line with school systems.	<i>All children thrive, achieve highly and enjoy their learning.</i>

2) Improving the physical environment

The school 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, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
SHORT and MEDIUM TERM	Reduce visual stress and overload in displays to ensure ease of access and effectiveness.	<p>Use natural coloured backing on all display walls.</p> <p>Do not overload displays with vocabulary or imagery – keep simple and clear</p> <p>Do not laminate unnecessarily – reduce glare of plastic surfaces.</p> <p>Store visual aids for lessons in child-accessible areas.</p>	<p>The school is decorated in a way that is sympathetic to VI, ASD, Dyslexia and all learners.</p> <p>Displays are celebratory and/or relevant to learning</p>	From Sept 2022	<i>Increase wellbeing and access to the curriculum</i>
LONG TERM	Any future plans for further development of the building and grounds take Equality Act legislation into account.	Work with LA and architect guidance when planning any modernisations or adaptations to the building.	Where it can be reasonably achieved, the school building is accessible for all.	Ongoing	<i>Maximise access in order to be a fully inclusive school</i>
	Information is provided to support access for disabled visitors	Disabled visitors requiring assistance to access school are appropriately supported and signposted as required. All staff are aware.	Where it can be reasonably achieved, the school building is accessible for all.	Ongoing	<i>Increase access to the site as required</i>

3) Improving the provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
SHORT and MEDIUM TERM	Information is provided in a range of different formats as required by any potential visitor to the school	<p>Comment on the 'Welcome' page of the school website.</p> <p>Sign in the foyer to offer assistance.</p> <p>Translation or adaptation to information provided through support from cluster/LA as necessary.</p> <p>All staff aware of systems to increase access of information.</p>	<p>Website and school building ensure all visitors can access information in the format they require.</p> <p>All visitors access the school and its information with ease.</p>	Ongoing	<i>Maximise access in order to be a fully inclusive school</i>

	Information is easily accessed by all pupils in the school	Pupil views and surveys (pupil voice) Fonts and backgrounds considered to allow for ease of reading Seating position of children carefully considered in relation to tasks Working in partnership with families Individualised teaching strategies as required e.g. actions, symbols, repetition, prompts.	Pupil access to all aspects of school life is maximised and regularly reviewed	Ongoing	<i>Increase wellbeing and access to the curriculum</i>
	Information is provided to support access for disabled visitors	Disabled visitors requiring assistance to access school are appropriately supported and signposted as required. All staff are aware.	Where it can be reasonably achieved, the school building is accessible for all.	Ongoing	<i>Increase access to the site as required</i>

Signed on behalf of staff  Date: 23/1/23

Signed on behalf of Governing Body  Date: 23/1/23

To be reviewed: October 2024