

## **Morpeth First School**

### **Accessibility Plan 2016-2019**



Written by: Sandra Bell

Approved by the Governing Body: Joan Tebbutt

Review: date May 2016

### **Context**

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **Our School vision**

We are continually striving to achieve our [school vision](#) which includes the following statements:

‘..To be committed to inclusivity and equality of access to learning for all’

‘..To work together as a community with shared purpose to create a secure, safe, warm and caring environment that encourages respect and recognises respect for all.’

‘..Respect diversity, appreciate uniqueness and emotional development’

Morpeth First School has clear ways of identifying , assessing and making provision for Special Educational Needs and Disability (SEND) as set out in our [SEND information report 2016](#). We are an inclusive school and as such, welcome learners with diverse needs. We are happy to work with parents and other outside agencies to listen to requests for accessibility and incorporate them into our Accessibility Plan when they arise. We respect the voice of the learner and their families and their preferences for how the learner’s needs should be met.

The school will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan in advance so that thought is given to what disabled stakeholders may require in the future and what adjustments can be made to prevent that disadvantage.

#### **Current position –**

Our current school position is outlined in the [SEND Information Report](#) and [Equalities report](#)

We currently have 297 mainstream pupils in Reception to Year 4 on roll with 57 part time pupils in the Nursery.

The proportion of pupils with SEND support and the proportion of pupils with an Education Healthcare Plan are below National averages (Raise on Line 2015)

This plan will be reviewed every 3 years, or earlier depending on feedback from users and dependant on changes in the school population.

This plan is available in large print on request.

## Accessibility Plan Morpeth First School

2016 - 2019

<b>Curriculum</b>						
Priority	Action	Timescale	Resources	Responsibility	Monitoring and Evaluation	Review
Continue to refine assessment of SEND children in order to gain a more precise picture of attainment and progress	SENDCo to monitor attainment and progress of SEND children half termly/SLT to monitor termly following assessment periods to give clear picture	September 2015 – July 16	Assessment system and training where required	SENDCo/ SLT	SEND governor/ HT	
Ensure that new curriculum is enabling SEND children to make good or better progress	Subject leaders to collect and collate information regarding progress of SEND children and identify any issues with new curriculum and resources	From June 2016	Subject Manager release time	Subject Leaders	HT /SENDCo	
Adapt the curriculum where required to meet the specific needs of pupil's SEND	Subject leaders to annually review curriculum to address needs of current SEND cohort to inform curriculum section of Accessibility plan	Sept 2016 than annually		Subject managers / SENDCo	SEND governor / HT	

<b>Physical environment</b>						
Develop ongoing termly checklists to address maintenance issues related to accessibility	Checklist to be developed and shared with staff and Govs HT to report termly check to Govs	From July 2016	As required	Office Manager/ Caretaker /HT	H&S Gov SEND Gov	
Improved staff awareness of responsibilities re accessibility	Annual staff training regarding expectations for accessibility Seek out support for training opportunities	From Sep 2016		HT	H&S Gov SEND Gov	
Ensure that stakeholders can access information provided by the school	Specify on the website, letters, school noticeboard etc that information or school documentation can be made available in large print. School can provide help with reading any documentation	From September 2016		Office staff / HT	SEND Gov	
Provide a supportive experience in school	School council to make links with disability groups and invite them into school to inform accessibility arrangements. Also to raise awareness of SEND and the responsibility of all users Update plan annually in the light of feedback			School Council Teacher rep HT H&S Govs	Gov body	

<b>Accessibility of Information</b>						
	As new documentation is produced, insert statement to the effect that this can be made available in large print or translated into other languages on request	From September 2016		Office staff Staff updating policies	HT Gov Body	
	Add note on website, school brochure and outside on Office wall to the effect that documentation can be provided in large print or translated on request	From September 2016		Office staff Website manager	Gov Body	