



Mendell Primary School

Aspire Challenge Achieve

Accessibility Plan

October 2021



Updated by: P Yates
(SENCO)

Date: Oct 2021

Next review due by: October 2024

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 Mendell we aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

Mendell Primary School supports any available partnerships to develop and implement the plan. We work closely with Wirral Local Authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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. Action plan

Mendell Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.

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

Possible Accessibility Issue	Current Position/Action	Timescale	Person(s) Involved	Monitoring
Is the curriculum designed to allow equal access?				
Pupil attainment	Data is analysed to ensure progress of all pupils is being made. Continuous Assessment for Learning There is no current evidence of inequality in achievement	Termly pupil progress reviews & continuous AfL	Curriculum leaders SLT	SLT monitoring each term reporting to the Curriculum and Standards Committee of the Governing Body.
Differentiated Curriculum	All teachers provide differentiated planning to meet the needs of all pupils in the classroom. Differentiation may be in the form of levels of support, resources, outcomes or task.	Weekly planning	All class teachers	Curriculum leaders & SLT monitoring in line with Strategic Overview.

<p>Meeting the needs of pupils with identified special educational needs and/or disabilities</p>	<p>Termly individual support plans</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Support plans termly</p> <p>Tracking pupils to identify pupils for support half termly</p>	<p>All teachers</p> <p>SENCO</p>	<p>SENCO to targets, progress and effectiveness of provision with the Headteacher and monitor pupil progress at pupil progress meetings.</p>
<p>Pupils with English as a second language</p>	<p>Pupils with English as a second language receive differentiated support as appropriate. This could include extra phonics, computer software, additional language sessions.</p>	<p>Half termly</p>	<p>All teachers</p>	<p>SENCO with class teachers. Tracking and PPM.</p>
<p>Resources</p>	<p>Provision of appropriate resources to support pupils with access to the curriculum e.g. use of visual timetables and use of writing slopes for those with DCD. Sensory resources available for sensory diets</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>On going according to pupil needs</p>	<p>All teachers to report needs to the SENCO.</p>	<p>SENCO to monitor resources are in place to support needs of identified pupils.</p>
<p>Curriculum Access</p>	<p>All pupils access the full curriculum. To ensure this, adults are used to support targeted pupils, resources are provided as required. Support is given for residential visits eg. through deployment of extra adults, support with administration of medicine, modification of activities as necessary.</p>	<p>On going as need arises through the year</p>	<p>SENCo</p> <p>All staff</p>	<p>Monitored by curriculum leaders in consultation with the SENCO.</p>
<p>Is the building designed to meet the needs of all pupils?</p>				

Environment	<p>Wheelchair access to the school is provided through the main entrance which has an automatic door.</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Highlighted sloping ground areas • Corridor width • Disabled parking bays • Disabled toilet and changing facilities • Library shelves at wheelchair-accessible height • Each class has access to the playground or outside. 	<p>Daily basis as required</p>	<p>Site Maintenance Officer</p>	<p>Governors Staffing and Finance Committee</p>
Is communication in place to meet the needs of all its community?				
Presentation of information	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources when necessary • Pictorial or symbolic representations when necessary 	<p>Daily basis as required</p> <p>Weekly</p>	<p>SENCO / Headteacher</p> <p>All staff</p> <p>Headteacher / School Business Manager</p> <p>Class Teachers</p>	<p>SENCO / SLT</p> <p>Headteacher</p> <p>SENCO</p>

	<ul style="list-style-type: none"> • Visual timetables • Newsletters for parents are produced in electronic format and a hard copy if requested. hard copy in the entrance and outside notice boards 	Half termly	<p>Class teacher / senco</p> <p>Class teacher</p> <p>School office</p>	Headteacher
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4. 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 governing body.

5. Links with other policies

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

- Health and safety policy
- Special educational needs (SEN) information report
- Medicine Policy