



# Accessibility Plan

*'Learning with our head, heart and hands so that we can experience life in all its fullness'*

*Kindness, endurance, thankfulness, friendship and forgiveness*

Publish on Website?	<b>NO / YES</b>
Approved by Personnel committee on:	June 2022
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This policy is linked to and should therefore be read in conjunction with:	Safeguarding Policies Equality Policy H&S Policy
Review in:	Summer 2026

## Accessibility Plan 2022-2026

Matching Green CE Primary School is an inclusive school and offers to meet the needs of all children and their families, including those with special educational needs. We have a shared expectation that all children, regardless of their special education needs, should be offered inclusive teaching which will enable them to make the best possible progress in school, enabling them to reach their full potential and ensuring they understand that they are a valued member of the school community. The range of support the school can offer will be tailored to individual need following on from assessments by internal and/or external agencies.

We educate the whole child by teaching them to learn with their head, heart and hands every day and to respect and value the diversity of life their communities around them offer in the 21st Century. We do this with the John 10:10 quote at the forefront of our minds 'life in all its fullness' by teaching an enriched curriculum that goes beyond the classroom and incorporates aspects of a social, spiritual, cultural, physical, intellectual, emotional and moral education.

### **Purpose of the Plan**

This plan shows how Matching Green CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### **Definition of Disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **Areas of planning responsibilities**

- ***Increasing access for disabled pupils to the school curriculum*** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, extra-curricular activities and curriculum enrichment activities e.g. school trips)
- ***Improving access to the physical environment of schools*** (this includes improvements to the physical environment of the school and physical aids to access education)
- ***Improving the delivery of written information to disabled pupils*** – this will include planning to make written information that is normally provided by the school to its pupils also available to disabled pupils. The information should take account of pupils' disabilities and pupils' parents' preferred formats and be made available within a reasonable time frame.

## **Contextual Information**

Matching Green CE Primary School was first built in 1866. This Victorian part of the building is two storeys and comprises of; the two KS2 classrooms, the School Office, The Nest (the break out room off of Shakespeare Class), The Zone and The Pod, a set of toilets and a cloakroom off of Darwin Class, the caretakers room and the three resources rooms on the second storey (these are only accessible to members of staff due to Health and Safety reasons).

In the 1960's another classroom, a staffroom and the Headteacher's office was added on to the school building. In 2009 the school hall, the re development of the staffroom and the corridor leading from the main school doors down to the hall was constructed. In 2013 the Reception classroom (Potter Class) and outside area was built.

There is an accessible toilet in the school hall. The main entrance to the school has level access and this continues down to the school hall. However, there is limited access around the Victorian part of the building due to steps. Access to the infant part of the school is also limited due to a narrow passageway. There is a grab rail on the slope up to the School Office.

At present we have no wheelchair dependent children, parents or members of staff.

## **Current range of known disabilities**

The school has children with a wide range of Special Educational Needs. A small number of staff have some mobility issues, but does not need any aids.

A small number of parents use crutches to help them with mobility.

## **Increasing access for disabled pupils to the school curriculum**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, curriculum enrichment activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club

attendance, curriculum enrichment or educational visits may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia/ S&L and other SEND differentiation and recording materials Online learning modules if required Enlarging documents or photocopying on to particular colours	Ongoing – as required	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Participation in One Plan or Educational Psychologist meeting SENDCO update staff meetings SLT to be aware of staff training needs Staff to access appropriate CPD Online learning modules if required	Ongoing – as required	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with that child Review of the class/school environment to be reflective of the individual child's needs	Ongoing – as required	SENDCO	Staff aware of individual needs and individuals are able to access the curriculum
Use ICT software to support learning	Make sure relevant software is installed where needed	As required	ICT/Computing lead	Wider use of SEND resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure members of staff to do a pre-visit and then to discuss outcomes with parents/carers and child	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities

Review PE curriculum to ensure that PE is accessible to all	Enlist support from WESSP to audit resources and equipment WESSP SEND timetable of events consulted and included into sporting fixtures planned for the academic year CPD of PE instructor and teachers	As required	PE Co-ordinator	All to have access to PE and are able to excel and participate
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### Improving access to the physical environment of the school

It is hoped that in the future Matching Green CE Primary School will be able to expand the building and to improve the facilities. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. Resource provision is kept under constant review.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the One Plan process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletters or discreet conversations Consider access needs during recruitment process Ensure staff awareness of new individuals to the school community	As required  Ongoing  Ongoing  Recruitment process	SENDCO/HT and Governors	One Plans in place for disabled pupils and all staff aware of pupils needs  All staff and governors feel confident their needs are met  Parents have full access to all school activities  Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/Governors/Site Manager/School Surveyor	Res-designed building/area is usable by all
Improve signage and external	Yellow strip mark step edges	Ongoing	Site Manager	Visually impaired people feel safe in the school grounds

access for visually impaired people				
Ensure that all disabled individuals can be safely evacuated	<p>Put in place Personal Emergency Evacuation Plans (PEE) for all pupils with difficulties</p> <p>Develop a system to ensure that all staff are aware of their responsibilities</p> <p>To risk assess the access requirements of visitors/parents/carers upon entry to the school and adapt provision if required</p>	As required	SENDCO HT Site Manager	All disabled individuals are safe in the event of a fire

### Improving the delivery of written information to disabled pupils

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	<p>Provide information and letters in clear print in "simple" English</p> <p>School Office will support and help parents to access information and to complete school forms</p> <p>Ensure that the website and all documents accessible via the school website can be accessed by the visually impaired.</p>	Ongoing and as required	<p>School Office HT</p> <p>Website design team</p>	<p>All parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p>
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils and parents/cares/ governors with a visual impairment	As required	All	Excellent communication

Ensure that all staff are aware of guidance accessible formats	Guidance to staff on accessible information	Ongoing	HT and SENDCO	Child friendly One Plan paper work Staff produce information that is accessible to all individuals.
Provide information in other language for pupils and parents/carers who may have difficult with hearing or language problems	Multi-lingual signs Access to translators/ sign language interpreters to be considered and offered if possible EAL support for pupil and family	As required	SENDCO HT	Pupils/parents feel supported and included