



MEREBROOK INFANT SCHOOL

ACCESSIBILITY PLAN

Date	Author(s)	Notes on Revision/s
September 2020	Tracy Hurwood	New format for the policy in line with Federation
<p>Policy Review: Every 3 years</p> <p>Type of Governing Board Meeting: Full Governing Board Meeting</p>		

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1. 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including the staff and governors.

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

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

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>Our teaching and resources are differentiated to ensure that all pupils have access to learning at their ability level.</p> <p>Assessment data is tracked every term for all pupils and pupils with SEND are monitored within this.</p> <p>Some pupils with SEND have individual target plans that are specifically tailored to their need and ensure continued development. Others progress is tracked on the school's provision map.</p> <p>Interventions are based on data, targets and specialist intervention reports. These are tracked on the school's provision map.</p> <p>Staff are given continuous professional development regarding developing children with SEND.</p>	<p>SENDCo monitors the provision maps and individual target plans.</p> <p>Senior Leaders monitor the termly data to check for the children within the SEND group.</p> <p>Senior Leaders and the Curriculum Leaders to monitor the children's learning throughout the year to ensure differentiation and progression.</p> <p>Teachers and support staff will be given training and support on how to best support children with SEND.</p>	<p>SENDco</p> <p>Assistant Headteacher</p> <p>Senior Leaders and Curriculum Leaders</p> <p>Senior Leaders</p>	<p>Half termly</p> <p>Termly</p> <p>Termly</p> <p>Half termly</p>
<p>Improve and maintain access to the physical environment</p>	<p>Access to all parts of the school building is wheelchair friendly.</p> <p>Ensure the access around the school facilities is accessible.</p>	<p>The addition of a bell to the front door to be installed to ensure that there is a mechanism at a lower level to alert the office that someone wishes to enter.</p>	<p>Site manager</p> <p>Governors</p>	<p>Weekly visual inspection</p> <p>Annually recorded health and safety walk.</p>

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school building is single storey with level access	None.		
Corridor access	There is one long corridor with rooms off each side. The school site is mostly open plan.	The corridor area is to be kept clear and accessible at all times. Visual inspections to check on safety daily.	All staff	Daily
Lifts	Not applicable			
Parking bays	1 in staff car park 2 public outside front of school	There is 1 disabled parking bay in the school car park. There are 2 public disabled spaces outside the front of the school.	Caretaker	Annually
Entrances	The school has one main reception area and one entrance for parents to drop off and pick up children.	The entrances to be kept clear at all times. Bell to be installed at front entrance outer door.	All staff Caretaker	Daily January 2021
Ramps	The school has level access.	None	Caretaker	Daily

Toilets	The school has 5 toilet rooms in total. There is 1 disabled toilet	Toilets are to be cleaned daily or more frequently if the need arises.	Caretaker and cleaning contractor	Daily
Reception area	The school has 1 reception area	The reception area is to be kept clear and accessible at all times. Visual inspections to check on safety daily.	Caretaker	Daily
Internal signage	Multiple	The signs must be clearly visible and cleaned when necessary. They must be updated in line with legislation and with any changes.	Caretaker and Senior Leaders	As the need arises
Emergency escape routes	Multiple	The emergency escape routes must be clearly signed with the escape plan displayed in each room.	Caretaker	Review termly