THINK BIG - AIM HIGH

Mount Pleasant Primary

Accessibility Plan

Reviewed: September 2021
To be reviewed: September 2024

1. Aims

   The aim of this plan is to show how Mount Pleasant Primary School intends, over time to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

2. Roles and Responsibilities

   Responsibilities for targets and actions are defined by role in the tables in Section 3.

3. Accessibility Plan

   - Areas of planning responsibilities

     - Increasing access for disabled pupils to the school curriculum (including teaching and learning and the wider curriculum such as participation in after-school clubs, leisure and cultural activities and school visits).
     - Improving access to the physical environment of the school (including improvements to physical aids to access education)
     - Improving the delivery of written information to disabled pupils (including planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame).

   - Current Context

   The school building is fully wheelchair accessible. The school responds to the needs of its current pupil, parent and staff group each year.

   - 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.

We believe that all children should be 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, leisure and cultural activities, educational visits and residential visits.

Target	Strategies	Time-scale	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, differentiation and recording methods. Online learning modules if required.	On-going and as required	Headteacher/SENCo	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD Online learning modules if required. Staff assigned to support children with specific needs have appropriate training.	As required	Headteacher/SENCo	Raised confidence of support staff
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 child.	As required	Headteacher/SENCo	All staff aware of individual's need
Use software to support learning	Make sure software installed where needed	As required	ICT technician/ Headteacher/SENCo	Wider use of SEN resources Staff confident using specialist software

	Staff have training on relevant software as required			
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness and relevant risk assessments completed on Evolve system.	As required	Headteacher/Educational Visits co-ordinator	All pupils in school able to access all educational visits and take part in a range of activities

- Improving access to the physical environment of the school

Target	Strategies	Time-scale	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 SEN/additional needs process. 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 newsletter. Consider access needs during recruitment process.	As required. Induction and on-going as required. Recruitment process	Headteacher/SENCo	Access plans in place for disabled pupils and all staff aware of pupils' needs. All staff and governors feel confidence that their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure	As required	Headteacher/SENCo	All disabled pupils and staff working alongside them are safe in the event of a fire

	that all staff are aware of their responsibilities			
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware. Liaise with Visually Impaired and Hearing Impaired LA support where appropriate	Ongoing and as required	ICT technician/ Headteacher/SENCo	Hardware and software to meet the needs of children is available as appropriate
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access. Emergency access routes are visually checked weekly.	Ongoing – as required and as appropriate	Caretaker	All disabled staff, pupils and visitors have safe independent egress

- <u>Improving the delivery of written information to disabled pupils</u>

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. 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 school's IT infrastructure will enable us to access a range of materials.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure accessibility	Provide information in clear print in 'simple' English. School office staff will support and help parents to access information and complete school forms. Ensure website and all documents accessible via the school website can be access by the visually impaired.	On-going	School admin team	All parents receive information in a form that they can access. All parents understand the key messages from school.

Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Class teachers	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCo	Dyslexia is not a barrier to good communication
Provide information in other languages for pupils, or prospective pupils, who may have difficulty with hearing or language problems	Use translators (school staff) to support parents and pupils to understand information.	As required	Headteacher/SENCo	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with the standard form of printed information	Ensure that the website is fully compliant with the requirement for access by a person with visual impairment	Ongoing	Headteacher	All can access information about the school