



MOUSEHOLE PRIMARY SCHOOL ACCESSIBILITY PLAN

1. Introduction

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students, staff, parents and community members with a disability can take full advantage of the education provided and the associated opportunities within the site.

2. Definition of disability

Under the Equality Act 2010 a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

3. Key Aims

To ensure all members of the school community with a disability have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

4. Principles

- Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled students less favourably
 - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values students' knowledge and parents'/carer's knowledge of their disability
 - recognises the effect their disability can have on his/her ability to carry out activities,
 - respects the parents' and student's right to confidentiality
- Our setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

In drawing up this plan we have considered the present situation and future needs under the following headings:

A. Physical environment of the school

- B. The extent to which disabled pupils can participate in the school curriculum
 C. The delivery of information to pupils and parents

Focus area and target	Current position	Aims	Timescale	Responsibility
A. Ensure all areas of the school are accessible and able to adapt to the needs of current and future pupils	There is level access to the main entrance. All other levels are accessible by lift. Playground is all on one level although there are inclines. Outdoor area behind hall is not accessible in a wheel chair. School field has level access and hard standing near the gated entrance. Pedestrian access has steps although they are steep. Some signage is out of date and not clear.	To maintain already good access to nearly all areas of the school grounds. Although area behind hall is not completely accessible by wheel chair there is some access. Any changes to access in this area would need to be made in response to individual needs. Consider improving pedestrian access to school field for younger children and children with movement impairment. Ensure signage is up to date, clear and informative.	Ongoing Sum 2022	ST
A. Ensure all classrooms are accessible.	Three classrooms are on the ground floor level. They have open access for movement restricted pupils and adults. Some classrooms include quiet spaces and areas designed to limit sensual distractions.	Maintain accessible nature of spaces in classrooms and relaxed learning environments including updating and improving furniture as needed and adapting to the needs of individuals and groups within specific classes. Develop quiet spaces and spaces with limited distractions in all rooms.	Ongoing	ST
A. Ensure classroom environment caters for the needs of all current and future pupils	There is a variety of furniture and seating options in the classrooms including significant open carpet space. Specialist equipment currently includes: ear protectors, gym balls, access to pen grips, access technology	Ensure a variety of seating options are available in all classrooms. Provide seating and other aids which support children with specific requirements: wobble cushions, exercise balls, standing desk, colour reading overlays and any further equipment with evidence of effectiveness.	Review Aut 2023	ST/JA
B. Identified areas of need reflected in classroom practice and interventions and ensure all pupils with additional needs have the correct support from appropriately trained staff.	The SENCO continues to update procedures and policies.	SENCO to maintain record of need, IEPs (associated parent meetings) and monitor provision and impact of interventions e.g. precision teaching.	In place by Autumn half term. Monitoring is ongoing.	JA
C. Delivery of information to pupils by	Majority of staff have dyslexia awareness training. We have a	SENCO to coordinate training and keep record of training completed by staff.	Ongoing	JA

ensuring there is an appropriate knowledge base so that staff can support children in accessing information about their learning and routines in school.	member of staff with ELKLAN S&L training. Staff working with individuals are provided with training or involved in with work of outside agencies e.g. occupational therapy.	May include dyslexia update, autism awareness, TIS awareness.		
C. Delivery of information to parents	A variety of methods for sharing information are used: regularly updated website, hard copy newsletters, direct, 2 way, communications via Seesaw, face to face communication.	Reconsider options for delivering information to parents and how we find out about any specific needs they have regarding accessing information. Survey parents on impact of Seesaw use and any further developments we could make	Ongoing Survey Aut 2022	ST/JA