



Accessibility Policy

Person responsible: Head teacher
Ratified by the governing body: Spring 2023
Date for review: Spring 2025

A handwritten signature in black ink, which appears to read 'Anne-Marie Renshaw', is positioned below the text.

Reverend Anne-Marie Renshaw
Chair of Governors

ACCESSIBILITY POLICY

Introduction

The Accessibility Plan (*see Appendices*) is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). Compliance with the DDA is consistent with the school's aims, ethos and Equal Opportunities and Inclusion Policies. This plan will be reviewed annually and a new one drawn up every 3 years.

Messing Primary School is committed to planning for the provision of an accessible environment which values and includes all students, staff, parents and visitors regardless of their physical, sensory, social and emotional needs.

Messing Primary School challenges negative attitudes about accessibility and disability and endeavours to develop awareness, tolerance, respect and inclusion across the school in relation to these.

Aims

- To ensure 'reasonable steps' are taken to avoid putting disabled students at a substantial disadvantage in matters of education and admission
- To reduce and eliminate barriers to access the curriculum and the school's community for students and prospective students with a disability
- To seek to enable that every student with learning difficulties or disabilities including special educational needs realises their potential
- To ensure disabled students are not treated less favourably
- To ensure a planned increase in accessibility of provision for all students, staff, parents and visitors
- To increase awareness in matters of disability discrimination

Definition of "Disabled"

Disability is defined by the DDA 1995 as:

'..a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Improving the Physical Access to Messing Primary School – See Appendix A for 3 year plan

The school is situated within a third of an acre site with a range of buildings. Teaching facilities are in ground floor buildings. There is an accessible toilet in the main school building.

Overview:

- The car- park facilities are suitable for disabled access to the school.
- All buildings have wheelchair access via ramps.

- The following buildings/teaching areas are on the ground floor:
 - Main School Building
 - School Hall
- There is an accessible toilet in the following building:
 - Main School building – near Reception

Improving Access to the Curriculum at Messing Primary School *(See Appendix B for 3-Year Plan)*

- Lessons provide opportunities for all students to achieve.
- Lessons are responsive to student diversity.
- Lessons involve students working individually, in pairs, groups and with the whole class.
- All students are encouraged to take part in music, drama, physical activities, extra-curricular activities, trips and visits.
- Staff recognise and allow for the additional time required by students with learning difficulties/physical disabilities, in line with their EHC Plan or one plan, which is reviewed every six months by the SENCO
- Staff provide alternative ways for students to record information.
- The school provides access to computer technology.
- School visits are made accessible to all students irrespective of attainment or impairment, wherever possible.
- Staff have high expectations of all students irrespective of Specific Learning Difference, sensory impairment or disability.
- Staff seek to remove all barriers to achievement by differentiation to enable participation in lessons by all.
- Staff provide lesson outcomes in differentiated form to suit the learning styles of individual students.
- Students are set according to their ability and not their specific learning difference/disability.
- Targeted students across Messing Primary School are supported in lessons by Learning Support staff.
- Students with an EHC Plan or school support one plan have individual, paired or small group lessons where appropriate.
- Staff have had training in how best to support with the specific disabilities within the school from the SENCO and outside agencies.
- Students with Access Arrangements are supported by Learning Support staff, as appropriate i.e. reader or scribe in public examinations/controlled assessments.
- Students who's Access Arrangement requires the use of a laptop are supported by the school.
- Students who are entitled to specialist examination conditions are provided with these, for example, a small separate room.

Improving the Delivery of Written Information at Messing Primary School *(See Appendix C for 3-Year Plan)*

- Parents can make appointments to come in and speak with staff at any time.
- Students who have Irlens Syndrome have coloured overlays for use in class.
- Modified language scripts published by Examination Boards are made available in public examinations for students who have a low reading comprehension.

- Resources are made available in different font sizes, as required.

References

Special Education Needs and Disability Act 2001 (SENDA)

Disability Discrimination Act 1995 (DDA)

DfES 'Accessible Schools: Planning to increase access to schools for disabled students'

Improving Physical Access to the School for students, staff, parents and visitors

AREA	TARGET	COMMENT	PLAN	TIMEFRAME
ACCESS	Pathways	Pathways around site require constant maintenance to ensure safety for wheelchair users	Works to be carried out in accordance with stock condition survey	To be checked during termly health and safety walk.
ACCESS	Tarmac Areas	Tarmac areas in certain parts of the site need to be resurfaced	Survey to be carried out and programme of works to be drawn up	Works to be completed as finance allows, reviewable in April annually
WHOLE SITE	Means of Escape	Look at designated wheelchair refuge points	Consider creation of refuge points as required. Refuge points to be shown to any wheel chair users.	As required
WHOLE SITE	Means of Escape	Individual Evacuation Plans to be written for all disabled students	To be written by School and added to evacuation plan	As and when required or when planning for admission of a student or when a student becomes disabled
WHOLE SITE	Workstations	Disabled workstation/adapted seating To be considered	Provide a workstation/adapted seating for those with a disability	As and when required or when planning for admission of a student or when a student becomes disabled

Improving Access to the Curriculum

TARGET	STRATEGY	OUTCOME	TIMEFRAME
To provide extra support in class across all abilities of students	Increased staffing capacity when students planned admission known	More children supported thus facilitating better access to the curriculum	As and when required or when planning for admission of a student or when a student becomes disabled
Increased access to voice-activated software	Research costings and compatibility	Targeted students able to show their ability through alternative recording methods	As and when required or when planning for admission of a student or when a student becomes disabled.

Improving the Delivery or Written Information for Students, Parents, Staff and Visitors

TARGET	STRATEGY	OUTCOME	TIMEFRAME
Make available written school material in alternative formats	The school will liaise with our Sponsor School on methods through NASEN and make itself aware of requirements	The school will be able to provide written information in different formats when required for individual purposes	As necessary
Review documentation with a view to ensuring accessibility for students with visual impairment	Request support from Sponsor School and SEN Support agencies	Specific students with visual impairment will have better access to written material	As necessary
Raise the awareness of staff in relation to students' and as necessary parents' needs re written material	Staff training and meetings	Whole school awareness raised	Termly staff meeting as required