



Little Melton Primary School

Accessibility plan & audit

January 2023- January 2025

Signed:

Chair of Governors

Section I: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Little Melton Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Little Melton Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development plan (within School Development Plan)
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Little Melton Primary School will address the priorities identified in the plan. The plan is valid for two years 2021-23. It is reviewed annually.

Approved by:

Date:

Next review date:December 2024

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of individual curriculums where these are specified

The table below sets out how the school will achieve these aims.

Little Melton Primary School Accessibility Plan 2023-5 Appendix - section 2 Action Plan and section 3, Access Audit.

Aims	Current Good Practice - including established practice and practice under development	Objectives - short, medium and long term objectives	Actions to be taken	Persons responsible	Date to complete actions by	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Little Melton offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully where possible .</p> <p>Ear defenders are routinely used for children with sensory challenges.</p>	<p>Train for specific staff on teaching a curriculum around the child</p> <hr/> <p>Training for specific staff on speech and language and autism</p>	<p>Audit of CPD needed – also informed as new children join the school as this may directly impact on training requirements.</p>	<p>Class Teachers</p> <p>SENCo, TA's, HT</p>	<p>Annually – Sept when new children join & informing whole school training priorities</p>	<p>CPD annual plan in place to ensure school development is successful.</p> <p>Annual staff appraisals and flexible response to new children joining school if needed.</p>
	<p>Development of staff members with specific skills eg Sensory & OT support.</p> <p>Development of staff members in SALT- and established relationship with Communicate regular visits and training.</p> <p>Whole staff training of SEMH 2023-4.</p>	<p>To offer additional interventions for specific children to help them to access curriculum.</p>	<p>Ongoing training and development</p>	<p>HT</p> <p>Staff members</p>	<p>Review -Sept 2023</p>	<p>Established and developed staff with additional skills to support specific children</p>
<p>Improve and maintain access to the physical environment</p>	<p>New modular is on ground level and design was considered to meet all best practice guidelines on accessibility eg colour differentiation to help partially sighted.- see planning spec..</p> <p>There are ramps in areas of main school building and it is all accessible.</p>	<p>Replace mobile – removing barrier of steps with ground level siting.</p>	<p>Ongoing work led by Resources Sub-Committee and HT.</p>	<p>Resources Sub-Committee and HT</p>	<p>Summer 2023 aim. for toilets</p>	<p>Pupils/staff/visitors with mobility impairment have easier access to classroom.</p>

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	<p>All doors are self-opening for escape routes. They are wide enough for wheelchair access.</p> <p>There is a disabled toilet which meets requirements for space and accessibility. It has a pull cord alarm system.</p> <p>A new handrail has been installed in Owlets toilets to support children with disabilities.</p> <p>Proposals to renovate and redesign toilets include wet room with wheelchair access and sinks at a recommended height.</p>					
<p>Improve the delivery of individual curriculums where these are specified</p>	<p>Curriculum reviews have been undertaken (2019-22) and inclusion discussed for all subjects. Teachers differentiate lessons to meet needs of learners.</p> <p>School screens for dyslexia and has established good procedures for working with external specialists.</p>	<p>Continue to be inclusive to meet needs of children in each group.</p> <p>Be proactive with parents when discussion changes to provision to be inclusive.</p>	<p>Ongoing</p>	<p>All teachers HT</p>	<p>Ongoing</p>	<p>All pupils are fully included and have access to learning.</p> <p>Parents are happy that their children are included, and additional steps have been taken to promote inclusivity where necessary.</p>

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Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Toilet refurb and redesign	New wet room area and changes to sinks and lay out	<ul style="list-style-type: none"> Resources subcommittee/HT to lead with NPS 	HT	August'23 aim
SEMH training	All teachers to complete NCC SEMH training	<ul style="list-style-type: none"> HT to organise training initially with teachers in spring/summer term 2023 using staff meeting time. Cascade training to Teaching Assistants in Autumn Term 2023 using some of inset time. 	HT	December'23
Future redecoration	Colour differentiation to help partially sighted to be included in spec for all future redecoration.	<ul style="list-style-type: none"> Resources subcommittee/HT to lead with NPS 	HT	Ongoing

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