

Masefield Primary School



Accessibility Plan

2020-2023

Masefield Primary School Accessibility Plan – 2020-2023

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1. Our School

Masefield Primary School is a community maintained primary school in Bolton. We have 267 pupils from 3-11.

Our school has one pupil who has physical disabilities who currently needs support in school. This pupil is currently on the upper level and able to access all amenities. In September 2018 the school has opened it's own breakfast and after school club. There are 31 children signed up to be able to access Breakfast Club and 53 to access After School Club.

2. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

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

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Masefield Primary School the Plan will form part of the Premises and Resources section of the School Improvement Plan and will be monitored by the Executive Head teacher, Head of school and the Business Manager and each target evaluated by the Asset Governors' committee.

At Masefield we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community

At Masefield, our children BELIEVE, ACHIEVE and SUCCEED!

Believe * Achieve * Succeed

1) The Masefield Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Masefield 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Masefield Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Masefield Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

7) This Accessibility Plan should be read in conjunction with the following Masefield Primary School policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Disaster Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Continuing Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Asset and Curriculum Committees.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils,**

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are parts of the school to which disabled pupils have limited or no access at the moment, or whether physical features of the school environment hamper access to the whole life of the school;

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Action Plan

The Action plan will show:

- Clear allocation of lead responsibility;
- Clear allocation of resources;
- An indication of expected outcomes or performance criteria;
- Clear timescales; and
- A specified date and process for review.

5. Access Audit

The school is a two storey building with three flights of stairs into Key Stage 2 and several access points from outside.

On-site car parking for staff and visitor includes a dedicated disabled parking bay. The majority of entrances to the school are either flat or ramped and all but one have wide doors fitted. The main entrance features a secure lobby. There are disabled toilet facilities available outside the Hall.

The school has internal emergency signage and escape routes are clearly marked.

Possible areas to be improved within the limitations of this building are:

- Keeping stairways clear of clutter to ensure safe exit.
- Keeping corridors clear of clutter and tables to ensure safe exit.
- Keeping doorways clear.

6. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Nursery providers and parents to review potential intake for Sept 20/21/22	To identify pupils who may need additional to or different from provision for each intake.	July 2020 July 2021 July 2022	Head of School EYFS Teachers SENCO	Procedures/equipment / ideas set in place by July ready for each new intake.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Throughout 2020/2021 2021/2022 2022/2023	Head of School All subject leaders	All policies clearly reflect inclusive practice and procedure
	To plan provision for pupils with disabilities.	To liaise with the SENCO, Outside Agencies, TAs and new class teacher and parents.	Throughout 2020/2021 2021/2022 2022/2023	Head of School Class Teacher TAs SENCo	Pupils to make good progress and needs are met.
	To maintain close liaison with parents	To continue to ensure good communication and sharing between school and families.	Throughout 2020/2021 2021/2022 2022/2023	Head of School All Teachers	Clear, consistent collaborative working approach

	To maintain close liaison with outside agencies for pupils on going health needs.	To ensure clear communication between all key personnel	Throughout 2020/2021 2021/2022 2022/2023	Head of School Class Teachers TAs Outside agencies	Clear collaborative working approach and communication.
	To ensure full access to the curriculum for all children.	<p>Outside Play visits; Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • Implement the use of the Engagement Model from Sept 2021. • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive computing equipment • Specific equipment sourced from occupational therapy 	Throughout 2020/2021 2021/2022 2022/2023	Teachers SENCO Ladywood Outreach Ed Psych	<p>Advice taken and strategies evident in classroom practice.</p> <p>All children supported and accessing curriculum.</p>

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To finely review attainment of all SEND pupils.	<p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p> <p>SENCO to attend SLT meetings to review and discuss pupil progress and provision for SEND pupils.</p>	<p>Termly throughout 20-21</p> <p>Termly throughout 21-22</p> <p>Termly throughout 22-23</p>	<p>Class teachers</p> <p>SENCO</p> <p>Head of School</p>	<p>Progress made towards Individual Learning Plan targets</p> <p>Provision mapping shows clear steps and progress made</p>
	To monitor attainment of Able, G & T pupils	<p>Policy and Able G&T list to be reviewed and updated</p> <p>Able G&T booster groups/activities</p> <p>Monitor Able G&T list</p>	<p>Termly throughout 20-21</p> <p>Termly throughout 21-22</p> <p>Termly throughout 22-23</p>	<p>Able G&T co-ordinator</p> <p>Class teachers</p> <p>Head of School</p>	<p>Able G&T children making proportionate progress.</p> <p>Achieving above average results</p>
	<p>To promote the involvement of disabled pupils in classroom discussions/activities</p> <p>To take account of variety of learning styles</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired 	<p>Throughout 2020/2021</p> <p>2021/2022</p> <p>2022/2023</p>	<p>Head of School to lead.</p> <p>Whole school approach</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled</p>

	when teaching	<ul style="list-style-type: none"> • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Elklan and Communication Friendly School training for all staff especially EY staff and staff where identified pupils are. • Giving alternatives to enable disabled pupils to participate successfully in lessons within the mainstream school. • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 			pupils, parents and staff are represented within the school.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To evaluate and review the above short and medium term targets annually	See above	2020/2021 2021/2022 2022/2023	SLT, Core curriculum co-ordinators Local Governing Board Head of School	All children making good progress.

	To deliver findings to the Local Governing Board.	Local Governing Board Meetings Trustee Meetings	Termly Local Governing Board and Trustee Meetings 2020/2021 2021/2022 2022/2023	SENCO/G&T Lead SLT/SEND Governor Head of School	Governors fully informed about SEND provision and progress
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Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school	SLT to continue to make sure that the environment is fully utilised to enhance teaching and learning. The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. The school will ensure that resources are easily accessible for all individuals.	Improvements in the environment will continue to be monitored and improved throughout 20/21 21/22 22/23	Head of School SLT	Creation of a room provide additional intervention space for identified groups of pupils.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play/reading areas. Termly learning walks by the SLT to monitor these.	Throughout 20/21 21/22 22/23 In line with school	Teaching and non-teaching staff	Lively and inviting environment maintained.

			monitoring calendar.		
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of SEND Provision. • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	20/21 21/22 22/23	Teaching and non-teaching staff	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	SENDO to conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	20/21 21/22 22/23	Head of School SLT Occupational health SENCO	

	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> Encourage parents to use the allocated disabled space when required. offer a telephone call to explain letters home for some parents who need this adopt a more proactive approach to identifying the access requirements of disabled parents 	20/21 21/22 22/23	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	To continue to ensure driveway, roads, paths around school are as safe as possible.	<p>Communication with parents via safety messages /letters/walk to school week</p> <p>Bikeability for Year 5 children</p> <p>Repair the flags on the path at the entrance to school. Investigate removal of trees in order to preserve flags. Fencing to be put up around the school perimeter.</p> <p>Signs outside of school to remind about safe parking.</p>	20/21 21/22 22/23	PSHE Co-ordinator SLT	No accidents as a result of unsafe pathways.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM	To continue to improve sensory garden/school grounds	Plan improvements to school grounds to make in engaging and accessible for all.	20/21 21/22 22/23	Business manager Environment Lead	Outside area more inviting.

	To make the school play area more accessible and user friendly for pupils with mobility, sensory and social difficulties	Equipment to be installed in the playground to provide a range of experiences for pupils at playtime. Staff to ensure pupils have opportunities to access the resources available.		Head of School School Council Caretaker PTA to raise funds	All pupils to fully participate in games. Access for all to school facilities.
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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	Continue to develop interactive playgrounds and facilities – quiet area	Continue to look for funding opportunities to further enhance the learning environment.	20/21 21/22 22/23	Head of School Whole school approach	Inclusive child-friendly play areas.

Aim 3: To continue to improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To ensure pupils with hearing impairment or hearing loss have access to all areas of the curriculum	Position identified need to teacher or TA. Monitor termly healthcare plans.	20/21 21/22 22/23	SLT / Sensory Support Service	Pupils near to teacher or TA in order to make listening easier.
	To review children's records and update information ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • Learning Plan meetings • Medical forms updated annually for all children • Personal healthcare plans • Significant health problems –children's photos displayed on staffroom notice board / info kept in separate file in staffroom 	20/21 21/22 22/23 As and when new children arrive.	Class teachers TAs Outside agencies SLT Office staff	Each teacher/staff member aware of disabilities of children in their classes
	To ensure all children with ASD have access to the curriculum	Regular parental communication Staff training in ASD Individualised multi-sensory teaching strategies used for ASD children.	Termly learning plan reviews.	All staff to be aware	ASD children able to access curriculum.

	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. • Coloured overlays/blue books for children with IRLLEN/Dyslexia 	Termly Learning Plan Reviews.	All staff to be aware	All pupils, parents and visitors to be able to access information.
	To be aware of and make necessary arrangements for any parents with disabilities	<ul style="list-style-type: none"> • Communicate needs of parents with relevant staff. Staff to then make reasonable adjustments when communicating with identified parents. • Keep dates of newsletters regular (where possible) so that parents know when to expect them and can access appropriate support. • Provide additional support surrounding home learning, particularly during Covid-19 pandemic. 	Staff to meet with patents each September (telephone call during Covid-19 Pandemic) to ensure that all information is up to date.	All staff to be aware	All parents are able to access all relevant areas of their child's school life.
	To be aware of and make necessary arrangements for parents who have limited reading and writing skills.	<ul style="list-style-type: none"> • Communicate needs of parents with relevant staff. Staff to then make reasonable adjustments when communicating with identified parents. • Keep dates of newsletters regular (where possible) so that parents know 	Staff to meet with patents each September (telephone call during Covid-19	All staff to be aware	All parents are able to access all relevant areas of their child's school life.

		<p>when to expect them and can access appropriate support.</p> <ul style="list-style-type: none"> • Provide additional support surrounding home learning, particularly during Covid-19 pandemic. 	Pandemic) to ensure that all information is up to date.		
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To continually review children's records and update information ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • Learning Plan meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems –children's photos displayed on staffroom notice board /Kitchen/ info kept in separate file in staffroom 	<p>Update each September.</p> <p>Throughout the year as new children start.</p>	<p>Class teachers</p> <p>TAs</p> <p>Outside agencies</p> <p>SLT</p> <p>Office staff</p>	Each teacher/staff member aware of disabilities of children in their classes

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	Policies and procedures regularly reviewed and adapted where necessary.	Policies and procedures regularly reviewed e.g. through staff meetings/SLT meetings and based on current changes in legislation/school environment.	Continual review and improvement	Assessment Co-ordinator/SLT	Effective communication of information about disabilities throughout school.

Approved _____

Date _____

Evaluation of Accessibility Plan 20/21

	Objectives	Impact
i. Improvements in access to the curriculum	The school recognises and values all forms of achievement. We will monitor and analyse pupil performance half termly by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.	
ii. Physical improvements to increase access to education and associated services	To improve access and make positive adjustments for disabled pupils.	
iii. Improvements in the provision of information in a range of formats for disabled pupils	To further develop all information given to pupils and their parents ensuring it is accessible	

Evaluation of Accessibility Plan 21/22

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Evaluation of Accessibility Plan 22/23

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