

Accessibility Plan for Mayflower Federation Ilderton Primary School

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

Access to the curriculum and participation in school activities

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities. In order to achieve this, staff training on how to meet the needs of pupils with specific disabilities are scheduled regularly throughout the year. Teachers plan for and differentiate activities to meet pupils' needs on a daily basis, with support staff also. In addition, reviewing resources and equipment that support children with specific needs are also budgeted for and utilised, when required. This includes ICT hardware and software.

The school has already:

- Provided further training and support for Teaching Assistants in supporting children on the autistic spectrum and dyslexia
- Included in pre-visit for residential school journeys the discussion of provision for any pupils with a disability ensuring that these pupils can participate on the trips.
- Ensured all staff are aware of and able to use SEN software as appropriate

During 2020-2023 the school plans to:

- Ensure the school promotes the use of Makaton to deliver key vocabulary and lessons to all pupils across the school to develop communication skills amongst all pupils.
- Provide an alternative curriculum for children with the most significant special educational needs that fully supports their progress in learning within the curriculum.

Access to the Physical Environment

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community. Work is regularly reviewed by the premises and senior team in order to check for easy access in and out of the buildings. This includes clear lighting and ramps for children in wheelchairs.

The school has already:

- Ensured that all staircases have secure, easy to grip hand rails.

- Provided disabled access to the ground floor by installing a ramp to the main school entrance
- Installed a disabled toilet and shower in the Nursery building

During the 2020-2023 the school plans to:

- Investigate impact of layout, environment and lighting on children with ASD or other additional need.
- Review and improve, where necessary, signage for people with a visual impairment

Access to Information

This involves improving the delivery of information to any member of the school community who has a disability

The school has already:

- Liaised with the Southwark Hearing Support team to receive support and training for staff in adapting work for hearing impaired pupils to support their reading
- Ensured that signage for exits etc. uses non written symbols (such as running man) to clarify meaning
- Provided information to parents and carers about organizations and groups which work with and support the families of children with disabilities

During the 2020-2023 the school plans to:

- Update the school computer system to ensure that online access is provided for all children and staff to deliver and receive appropriate information.
- Produce newsletters in alternative formats, e.g. large print, on line according to need
- Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate

Further information and advice

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Access to the Curriculum

Objective	Actions	Timescales	Success Criteria
Ensure the school promotes the use of Makaton to deliver key vocabulary and lessons to all pupils across the school to develop communication skills amongst all pupils.	Develop staff expertise in delivery on Makaton and identify key members of staff to lead Lead staff to provide resources and regular updates to staff Lead staff to provide ongoing training and monitoring of Makaton signs to support phonics and communication.	Initiate in Autumn and ongoing	Phonics scheme links to Makaton signs and is implemented across the school. Sign of the week is displayed consistently across the school. Children use Makaton to communicate, when appropriate
Provide an alternative curriculum for children with the most significant special educational needs that fully supports their progress in learning within the curriculum.	SENCo to lead curriculum development that links to children's needs and relates to whole school curriculum approach. Additional TAs to be trained to deliver activities within the curriculum. Curriculum is adapted based upon reflections and evaluations of provision. Pupil progress is monitored according the SEN branch-maps.	Reviewed each half term in line with pupil progress.	Children with EHCPs have a personalised curriculum that enables development of the necessary knowledge skills associated to their stage of development. Staff deliver outstanding activities that promote higher achievement and progress of EHCP children.

Access to the Physical Environment

Objective	Actions	Timescales	Success Criteria
Investigate impact of layout, environment and lighting on children with ASD or other additional need.	Premises team to work with inclusion team to assess all classrooms lighting and any other physical environments based on children's needs. Specific action planning on premises improvement to take into consideration needs of the children in order to enable full access of all areas needed within the school.	Annual review and implementation.	All children are able to access the environment despite any additional needs. All children are able to access areas of the building necessary to engage in full curriculum access.
Review and improve, where necessary, signage for people with a visual impairment	Premises team and inclusion team to work together to adapt signs that support children and adults with visual impairments. All signs to be updated on a rolling programme to be updated.	Autumn – full review. Ongoing implementation of updating signage.	All signs across the school are suitable for anyone with a visual impairment.

Access to Information

Objective	Actions	Timescales	Success Criteria
Update the school computer system to ensure that online access is provided for all children and staff to deliver and receive appropriate information.	School to fully update to Windows 10, including access to Microsoft Teams computer platforms to support learning and training for all members of the school community.	Autumn	Teachers have access to the full range of Microsoft programs that support delivery of lessons. Teams is used to enhance the training of teachers, where necessary and appropriate.
Produce newsletters in alternative formats, e.g. large print, on line according to need	Admin team to take note of all families to may require formatting of school communication and to provide this as a matter of course. All new parents to the school are asked as protocol whether they have any requirements for modified print.	Autumn and annually on induction.	Admin team are aware of additional needs of parents and provide modified communication as protocol.
Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate	Gather full views and representation from the whole school community to accessibility of school website. Create an action plan that enable swift action to take place to ensure that all member of the school community are able to access all information on the school website.	Termly consultation.	The website information is clearly identifiable and accessible to all stakeholders – with all members of the school community able to access information from the school website without difficulty.