

The Merton Primary School Accessibility Plan / Policy

Introduction

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. The Merton Primary School has a duty to carry accessibility planning for disabled pupils, as set out under the Disability Discrimination Act. This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

This accessibility plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the Local Advisory Board will improve equality of opportunity for disabled people.

The Equality Act 2010 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'.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had 3 key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favorably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

The Purpose of the Plan.

This plan identifies the ongoing actions of the LAB of The Merton Primary School to increase access to education for disabled pupils in the following three areas;

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Vision and Values

At The Merton Primary School, we are 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. This is reflected in our school aims and values. We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit

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from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

Information from Pupil Data and School Audit

School self-evaluation indicates that the following practices are in place:

Curriculum:

- Data obtained on future pupils to facilitate advanced planning, including pupils entering the Foundation Stage and those transferring from other schools
- Established procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information given to all relevant staff
- Regular home/school liaison
- Differentiated curriculum to enable all pupils to feel secure and make progress
- Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, occupational therapy, core and foundation subjects
- Increased SEN and pastoral staff team
- Special considerations for pupils taking part in tests e.g. adult readers provided for mathematics and science
- Strong links with outside support agencies
- Consideration of children's preferred learning styles.

Teaching and Learning lies at the heart of school life and our accessibility plan will contain relevant and timely actions to increasing access for disabled pupils to the school curriculum through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader school life. Consequently, all children have been encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Improving access to the physical environment of the school – Merton Primary School continues to investigate opportunities for improvements to the school building and grounds and we will consider the needs of all pupils when ensuring accessibility to the all classrooms and outdoor areas. Provision for new pupils or those who develop a specific need, will be developed in consultation with parents and external agencies, where necessary. We currently have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Improving the delivery of written information to disabled pupils – This will include planning to make written information that is normally provided by the school to its pupils available for disabled pupils. Examples might include handouts, reading books

and information about school events. Formats and should be made available within a reasonable timeframe. In planning to make written information available for disabled pupils we again need to establish the current level of need and be responsive to changes in needs. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

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.

The school is built on one level, the main school and two separate teaching blocks for FS and Y2. There is one mobile classroom which has disabled access and disabled toilets. Entrances across school are accessible and exits from classrooms have disabled access/slopes. For children with higher level needs we make sure they meet that child's needs e.g. doors or high handles on classrooms where children may be a 'flight risk'. Learning Support Staff/SLT provide extra support for pupils with a high level of need at playtime/lunch times. When a pupils' disability might prevent access to the curriculum we seek to modify our approach to the curriculum or alter our physical arrangements by making reasonable adjustments.

Practical examples of how we achieve this include:

- Providing pupils with physical disabilities with appropriately adapted or different activities in PE
- Providing opportunities for individual additional support
- Provision of assistive technology
- Reorganising the classroom layout to improve pupil movement and access when a child is temporarily in a wheel chair.

Inclusion Statement of the National Curriculum

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils.

Teachers should take account of their duties under equal opportunities legislation that covers disability, race, religion or belief, sex and sexual orientation.

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice will include advice on approaches to identification of need which can support this.

A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice will outline what needs to be done for them.

With the right teaching, that recognises their individual needs, many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Physical Environment:

- Wide access doors from the corridor into all classrooms;
- Regular evaluation of the school site for accessibility by the Health and Safety Governor team.

Information:

- Provision of information to pupils with a disability and their parents/carers through one-to-one meetings with the Headteacher
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan.

A review of the plan forms part of our school development planning process, the progress of which is monitored termly by the Leadership Team.

We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

Publication

The school makes its accessibility plan available in the following ways:

- On request from the school office
- The full plan is available in a variety of formats, e.g. large print

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