

Myland Primary School



Accessibility Plan

November 2024

Accessibility Plan

Myland Primary School is a welcoming and happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning journey. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage

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

- 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Vision and Values

Motivating Young Learners and Nurturing Dreams

At Myland Primary School, we have high ambitions for all children, including those with a disability.

All staff have a shared purpose and are committed to enabling our children to learn effectively.

We strive to develop the whole child through a planned mix of learning styles and reasonable adjustments where appropriate.

We ensure careful planning of the curriculum and liaise with relevant specialists to maximise learning opportunity for all children.

We respond to the diverse needs of children across our school.

Information from pupil data and school audit of need

We make all children welcome at Myland Primary School regardless of race, colour, ethnic background or disability.

Our school data is analysed and vulnerable groups are identified. Potential barriers to learning for individual pupils are considered through careful analysis of data and tracking systems, in addition to consideration of their specific needs.

Children with disabilities (e.g. hearing impairment, epilepsy, autism, cerebral palsy) are included in every aspect of school life.

Priorities

Increasing the extent to which disabled pupils can participate in the school curriculum.

We are committed to ensuring that the priorities outlined in the accessibility plan are monitored and reviewed. These priorities which are constantly monitored are:

- Ensuring that all pupils have access to a broad and balanced curriculum.
- Ensure that high quality teaching is achieved using teaching approaches that promote positive pupil interaction.
- Implementation of provision within school to focus on children with SEND.
- Use target tracking and assessment to focus on the learning of individuals
- Deploy teaching assistants to support learning, in addition to the development of independence and promotion of social interaction.
- Continued Professional Development for all staff.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

The views of pupils and adults within the school will be sought to identify potential barriers.

Information will be sought in advance when new pupils enter the school and more generalised accessibility will be built on.

Capital expenditure will be used to further develop the building.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

There is an infrastructure in place within the school for ICT provision. In response to the further needs of the children and adults at Myland Primary School, an ICT technician is employed who liaises with the Computing Lead with regards to the resourcing of equipment. This will ensure that access to the curriculum via ICT is up to date and responds to children's needs promptly

Children will have access to alternate ways of recording their ideas in addition to writing, enabling all children to communicate their ideas effectively

Classrooms have visual timetables if these are deemed appropriate for pupils.

Signing, pictures or symbols are in evidence around the school for pupils with communication difficulties.

Classrooms will become 'disability friendly' as far as possible using autism, dyslexia and deaf awareness guidance.

Management, Co-ordination and Implementation

Overall responsibility for the school's accessibility plan lies with the Governing Body, but the plan requires everyone at the school to understand their duties in relation to the DDA and apply this knowledge to their own area of responsibility.

This plan will be reviewed annually by the Headteacher and SENCO in consultation with relevant parties within the school and governing body.

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General Maintenance

The following will be ongoing:

- Annual training for staff to raise awareness of teaching techniques required to respond to the specific needs of groups of children eg. ASD;
- The purchase of new audio and visual equipment will take into account its accessibility for the use of radio aids
- The purchase of new computer equipment (including software) will take into account SEND, for example, tablets, Laptops with relevant specialist software.
- New class resources, such as resources for EYFS or books will include positive images of disability
- All class equipment will be clearly labelled including visual aids where possible.
- Teachers will use Visual Timetables for children who need them.
- New vocabulary or key words should be listed, displayed and explained with visual support wherever possible.
- Storage of items along walkways will be minimalised and kept as clear as possible. Broken or unsuitable equipment will be removed immediately.
- When the school is re-decorated, doorposts will be painted in contrasting colours to walls.
- Taps on sinks will be replaced with lever taps (ongoing over time)
- Any new doors will have wheelchair access and finger guards.
- Toilets will be renovated.
- Methods of communication with parents will be reviewed regularly so that we take into account their first language and any disabilities

Curriculum Accessibility

Action	Timescale	Cost	Monitored by
To liaise with pre school providers to review potential intake for Sept	Summer Term	None	JD/HL
To establish close liaison with parents To ensure collaboration and sharing between school and families.	Ongoing	Cover if required	JD/JM/DG
Provide a range of suitable equipment so that children can access the curriculum (scissors, pencil grips, overlays, fidget cushions, writing slopes)	By December and then as needed.	As and when required	SENCO and Learning Mentor
Ensure all storage for classroom equipment has suitable labelling and is safe	September	None	SENCO
Update of ICT equipment so that curriculum can be delivered effectively.	October	TBA	DG
Teacher’s planning takes account of SEND, PP, EAL eg allowing extra time as necessary or pre teaching vocabulary. This may involve precision teaching for certain children.	Immediately and ongoing	None	Senior Leadership Team
Ensure each SEND child is suitably seated within the classroom and has an appropriate adult accompanying them	Immediately and ongoing	None	SENCO
Ensure all children with SEND understand how the school council works and make a contribution to discussions	Term 1 onwards	None	SENCO
Implement consistent approaches to Reading aimed at accelerating learning of all children.	Ongoing	Cost of sets of new books	RJ
All educational visits to be accessible to all. Risk assessments to be carried out and discussions with staff and parents to be carried out prior to the trip.	As and when each trip arises.	Dependent on cost of the trip	DG/JM
Review PE curriculum to ensure PE accessible to all. Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	Ongoing	Cost of visitors	AL

Physical Environment

Action	Timescale	Cost	Monitored by
Ensure that school is accessible to all and that walkways are kept clear. Classteachers to be responsible for monitoring cloakrooms. Investigate other options to cloakroom storage in KS2 corridor	Immediately and ongoing	Cloakroom storage – investigate options	DG/Site Manager
Primary Emergency Escape Plans to be completed for all SEND pupils where relevant	September and ongoing as required	None	DG/Site Manager
Check all doors for safe opening and closing and fit new closures as required	Ongoing	As required	DG/Site Manager
Ensure visually stimulating environment for all children Colourful, lively displays in classrooms and inviting role play areas.	Every term	Resources (paper/borders etc)	DG/Assistant HTs
To ensure that the medical needs of all pupils are met fully	Ongoing	None	DG/SENCO

Management Issues

Action	Timescale	Cost	Monitored by
Updated EPI Pen training for all staff	September and ongoing as new staff arrive	None	DG/JM
Training for TAs in effective support for SEND pupils	Ongoing as required	Dependent on course/trainer	JM/DG
EHC plans and information is accessible to all children and parents and their views are sought.	As and when meetings are scheduled	None	JM