

Policy Approved:.....

Renewal: Every 3 years

Chair of Governors Signature:



Middlezoy Primary School and Othery Village School Accessibility Plan

This Accessibility Plan covers the period from September 2016 – August 2019

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

1. Middlezoy and Othery Schools plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.
2. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
3. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **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 time frame.
4. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
5. The School Prospectus will make reference to this Accessibility Plan.
6. The Schools' complaints procedure covers the Accessibility Plan.
7. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
8. Our philosophy is:
 - a) That it would be unreasonable to expect schools of our size to be physically prepared for all– possible disabilities, and specific issues relating to specific users will be dealt with as they arise.

- b) Where it would be difficult financially or physically to adapt the premises, we would deal with the issue by managing the circumstances (for example since access to the Staff Rooms is impossible for a wheelchair-bound person then a satisfactory and accessible alternative would be found elsewhere on the premises.)

Improving the Physical Access at Middlezoy and Othery Schools

Target	Strategy	Outcome	Who?	Timescale
To identify and remedy issues preventing unimpeded physical access to the school premises.	(1) To conduct an annual Access Audit and draw up a corresponding Action Plan. (2) To consider problems of physical access when conducting termly H&S Inspection	(1) Action Plan submitted to Governors in order to modify physical premises as necessary. (2) Issues identified to be rectified.	Head and Governors with reference to other school users	(1) Access Audit to be completed by end of October each school year and submitted for action as soon as possible thereafter. (2) Termly inspection and action as soon as possible.
To make appropriate physical modification to ensure unimpeded physical access where it becomes evident that a specific school user will encounter difficulties in achieving such access, or to devise appropriate strategy for management of specific issues within the existing physical arrangement.	To assess all school users and potential school users in order to identify possible difficulties and (1) Draw up an Action Plan for appropriate physical modification of the premises or (2) Draw up an appropriate Strategy Plan to manage the issue within the existing physical arrangement.	(1) Premises modified to permit unimpeded access for specific user or (2) Manage use of existing premises to accommodate needs of specific user.	Head and Governors with reference to other school users	As necessary
To ensure that additional or modified premises are as fully accessible as is practicable.	To identify existing and potential access needs at the initial stage of any building project.	New or modified premises are fully accessible for all existing or potential school users.	Head and Governors with reference to other school users	As necessary.
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	All classroom staff	Ongoing.
All out-of-school activities are planned to ensure the	Review all out-of-school provision to ensure compliance with	All out-of-school activities will be conducted in an	School staff	Ongoing

participation of the whole range of pupils	legislation	inclusive environment with providers that comply with all current and future legislative requirements		
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Teaching staff	Ongoing
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Head/senior staff/ SENCO	Ongoing
Review documentation with a view of ensuring accessibility for pupils with visual impairment Availability of written material in alternative formats	Staff aware of services available through LA Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect	All school information available for all	Head/senior staff/ SENCO	Ongoing