 **Morice Town Primary School**

**Disability Access Plan 2021-24**

This plan identifies the ongoing actions of the Governing Body of MT 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.

This action plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The school must:

* 1. Not to treat disabled pupils less favourably for a reason related to their disability;
  2. Make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
  3. Plan to increase access to education for disabled pupils.

The following plans outline the schools actions to remove the barriers of access for disabled pupils, visitors and staff.

**Access to the Curriculum.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Target | Action | Staff | Time Scale | Success Criteria |
| Ensure all staff are aware of disabled children’s curriculum access including those with specific learning needs e.g. speech and language | Set up systems of individual access plans for disabled children.  Set up systems for information to be shared with appropriate staff | All teach  SENDCo | As required | All staff aware of individual pupils’ access needs. A range of strategies being employed e.g. visual time tables, coloured overlays, use of neos. |
| Audit of pupil needs by SENDCo | Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. | All teach  SENDCo | As required | Class Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. Seek advice from other professionals. |
| Ensure all staff have access to specific training on disability anad supporting children with specific issues. | Use staff audit to identify TA training needs and inform CPD and Performance management objectives | SENDCo  & all staff as required | On going | Raised confidence of all staff in supporting children with specific disability issues. |
| Ensure that the curriculum is differentiated appropriately to enable  all disabled pupils to engage fully. | Planning to reflect the diverse needs of the class including any pupils with SEND. | All staff | Termly overviews | Is there evidence of SEND being identified and pupils supported effectively to make good progress. |
| Ensure that in the implementation of the curriculum, disability is positively portrayed. | Subject leaders during review to check content and ensure opportunities to explore disability and the contribution of disabled people are highlighted and celebrated. | JR & subject leaders | On going | The curriculum implemented and disability present and covered ensuring children gain a positive attitude towards disability and disabled people in general. |
| Portray disability positively in school through books , images, displays and discussions | Through assemblies and circle times and class discussions ensure positive images of disable people are included. | JR & SLT | Ongoing throughout the year | Children see disabled people as a positive part of society making many positive contributions. |
| Take part in annual events organized around disability e.g. deaf awareness, RNIB, Help for Heroes etc | School council to decide the events supported annually, but ensure they have the opportunity to choose from a number of charities or events centered around disability | HC & EP | Start of each  academic year | School council support a number of disability events raising awareness of the issues and contributions that the charities make. |
| Track disabled pupils progress ensuring they make expected progress | Disabled pupils identified on the Target Tracker, their progress in pupil progress meetings discussed | All Staff | In Terms  2,4 & 6 | Are pupils with a disability making expected progress? Have strategies been put in place to support these pupils? |

**Access to the Physical Environment.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Target | Action | Staff | Time Scale | Achievement Criteria |
| Consider the signage , step edges and other hazards for visitors with sight difficulties | Take advice from building compliance officer on the signs and making as available to support individuals with limited sight.  To be reviewed at annual risk assessment from sites and buildings governors.  Finish & maintain the highlighting of step edges, hand rails etc . | JR& Governors | Termly overviews | Reasonable steps are taken to ensure the hazards and informative signs are accessible to all individuals. |
| Gain specialist support and advice for any pupils who may be admitted with physical disabilities. | Working in partnership with these agencies and the parents ensure all reasonable adjustments are made to the building, it’s lay out and use to accommodate the needs of the pupil. | JR & SENCO | As required | Reasonable steps are taken to ensure the child’s needs are met. |

**The delivery of information to disabled pupils and members of the community**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Target | Action | Staff | Time Scale | Achievement Criteria |
| Ensure information provided to pupils, parents, staff and governors is provided in a the range of formats as required, eg large print, brail | When children/ families join the school identify any needs and seek support on methods to provide information effectively to these groups or individuals. | JR & Governing Body | As required | Where a need has been identified has a suitable strategy been put in place?  Does the new data collection form help to promptly identify additional needs within the school community? |
| Ensure that disabled people are enabled to make a contribution to the school e.g. governorship, volunteering | Review our procedure of nominations and elections to ensure that disabled volunteers are not disadvantaged. | JR & Governing Body | On going | Are the possible barriers to disabled people becoming more involved in school life being removed? |
| Ensure the website is accessible to disable adults. | Ensure it uses Plain English etc. and explicitly welcomes disabled children and those with SEN | HT / admin team | Completed & on-going as website updated | Parents/carers feel confident in the information they have about the school. |