



Meadow Vale Primary School

Accessibility Arrangements

September 2016

At Meadow Vale Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child is included in a broad and balanced curriculum. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Arrangements document is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Meadow Vale Primary School is 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Physical Access

Corridor	Keep corridors clear from obstructions. Lift for access to levels in KS1.
Wheelchair access	See wheelchair ramp access on plan attached
Disabled parking	Spaces available in all 3 school car parks
Disabled Toilet	In place in Acorn centre KS2 and KS1 located in main corridor and Year 2.
Changing and Shower facilities	In place in KS2
Plan for Improvement	
Year 6 Access	First floor classrooms currently inaccessible. SLT to decide how we ensure all learners have access to year 6 curriculums and the relocation of year groups according to pupil need.

Curriculum Access

Differentiation in Teaching	SLT and SENCo to monitor quality of differentiation and provision for SEND pupils.
Meeting specific needs	Use of ICT included I pads and visual aids to improve access to educational resources for VI pupils.
Interventions	Ongoing monitoring of current interventions and their success/impact on progress. Provision mapping to be used across all year groups.
Classrooms are organised to promote the participation and independence of all pupils	SENCo to ensure that lessons are planned to meet the needs of all pupils in the class.
Staff training in the production, implementation and review of Provision maps and IEPs and monitoring systems.	SENCo to deliver inset training to all teaching staff regarding changes to SEND following the SEND code of practice 2014. SENCo to attend PPM meetings to ensure inclusion is considered at every level of discussion.
Plan for improvement	
Access for the hearing impaired	SENCo to research provision made by other settings and research acoustic classrooms.

Accessibility of written information

Plan for improvement	
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information to alternative formats.
Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website– particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Disability Policy

A plan of the school buildings showing areas of accessibility is shown below

