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Review date.....July 2025

Merrydale Infant School Accessibility Plan

Introduction

1.1 The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The governors have three key duties towards all people involved in the with disabilities, under Part 4 of the DDA:

- Not to treat anyone with a disability less favourably for a reason related to their disability
- To make reasonable adjustments for anyone with a disability so they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

1.2 This plan sets out the proposals of the Governing Body to increase access to the facilities and resources of the school for pupils and adults with disability, in line with the three areas required in the DDA:

- Increasing the extent to which disabled pupils can participate in the curriculum of the school
- Improving the environment of the school to increase the extent to which pupils and adults with disability 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

1.3 It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

2. The Purpose and Direction of the School

2.1 The school identifies its focus and dedication to the children, young people and adults of the local community which includes those with disabilities. This commitment also includes those who may wish to work in the school and may have disabilities. Through its ethos, environment and curriculum the school will enable each individual to realise their potential and encourage them to make positive contributions to society and prepare them for adult life. The learning environment, with its high quality specialist facilities and resources, supports social inclusion and provide a safe and secure place where everyone matters.

2.2 The school identifies commitment to inclusion and ensuring everyone matters, and this includes disabled pupils.

2.3 The school is committed to removing barriers for pupils and adults with disabilities and aims to include them in all aspects of school development. The school is committed to ensuring that they have a voice within the school and are actively engaged in contributing to the identification and development of the provision for pupils and adults with disabilities.

2.4 The school has an Equal Opportunities Policy which identifies its commitment to providing whatever is necessary in order to ensure the equality of access for pupils and adults with disabilities.

2.5 The school works with staff in order to ensure that within the policies, practices and procedures of the school consider the needs of anyone with a disability in order to ensure that barriers to learning are removed.

3. Information Relating to Pupils and Adults in the School

3.1 The school will continually assess the needs of pupils and adults involved in the school, both in relation to the core work of the school and Extended Services. In relation to this, where a specific disability is identified the school will endeavour to work to provide the resources/adaptations required, in order to ensure quality of access.

3.2 A review of strengths and areas for development has taken place and the findings of this are identified below:

Strengths

- Physical environment supports access of pupils and adults with physical disabilities
- Whole school approach to the use of signs to reinforce the understanding of verbal language
- Whole school use of agreed positive language framework in order to support children with SEN and behaviour needs
- The provision of additional resources to support individual pupils in accessing the curriculum e.g. i-pads
- The acceptance of 'disability' within the school by pupils and staff

Priorities for Development

- To further develop the environment to ensure that the school effectively supports pupils and adults with visual impairments or communication difficulties e.g. coloured strips/paint on steps, visual signs to reinforce key messages, radiators painted in a different colour to walls

4. Increasing Disabled Pupils Participation in the Curriculum of the School

4.1 Curriculum developments to improve participation for disabled pupils will be a continual improvement for the school and will be developed in line with the school's work involving the use of 'Assessing Pupils Progress' (APP's) in order to develop individual learning programmes for all pupils. The development work will seek to engage partners and links with other schools and organisations and look at maximising the use of ICT and additional adults to maximise personalised learning.

5. Increasing Disabled Pupils Participation in the Wider School Activities

5.1 The school is committed to ensuring that disabled pupils are, as far as possible, included in school life which includes wider school activities

5.2 In line with this, although all pupils are able to access wider school activities, additional activities and targeted opportunities may be provided, in some cases with additional resources provided in order to maximise the opportunities for pupils with SEN and disabilities to engage in wider school activities

6. Improving the Physical Environment of the school to Increase the Extent to which Disabled Pupils can Take Advantage of Education and Associated Services

6.1 The school follows DDA requirements which have been fully considered. The school will continue to consider building requirements in relation to disabled pupils and adults especially in relation to furniture layout and new buildings and ensure that regular disability checks are carried out

7. Management, Co-ordination and Implementation

7.1 In response to the above this plan is reviewed every 2 years and priorities for development identified will be acted upon

7.2 The Headteacher, School Business Manager and SENCO are responsible for implementing this plan