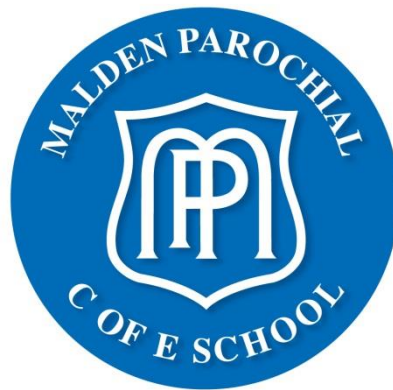


The Royal Borough of Kingston upon Thames

Malden Parochial C of E Primary School



Accessibility Plan

Agreed: Autumn Term 2021
Review: Autumn Term 2023
(or as required)



Ethos Statement

This is a Church of England Primary School. As such, its ethos derives from the Christian Gospel. In all that it does or aspires to achieve, the school is informed and strengthened by Christian belief and practice.

At the heart of the school's ethos is the conviction that God loves each person: that God desires the best for each person; that God longs for each person to develop their potential as human beings.

Mission Statement

In accordance with the Ethos Statement, our school will aim to provide high quality education to the children of the local community within a safe, happy and stimulating environment

Love, Learn, Live!

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled pupils.

Malden Parochial Church of England School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Malden Parochial Church of England School is committed to ensuring equal opportunities for any pupil or employee with a disability, to removing barriers to progress and to making reasonable adjustments to reduce disadvantage.

Malden Parochial Church of England School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and carers, staff, and governors of the school.

Our school's Complaints Procedure applies to the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required:

- not to treat disabled pupils less favourably for a reason related to their disability.
- to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- to plan to increase access to education for disabled pupils.

Attached is a set of action plans demonstrating current good practice and setting out future priorities and how they will be addressed by the school.

We recognise the need to identify and source adequate resources for implementing the action plans and will review the plans bi-annually, or as required.

This Accessibility Plan should be read in conjunction with the following documents.

- SEN Policy / SEN Information
- Behaviour Policy
- Health and Safety Policy
- Equalities Policy
- Assessment Policy

3a Purpose and direction of the school's plan: vision and values

Our commitment to equal opportunities is driven by the National Curriculum inclusion statement. Malden Parochial Church of England Primary School will:

- set appropriate learning challenges.
- respond to pupils' diverse needs.
- strive to overcome potential barriers to teaching, learning and assessment for individuals and groups of pupils.
- maintain contact with parents/carers and support services to identify and support disabled pupils.

The school's Anti-bullying and PSHE Policies promote equality and respect for all regardless of age, gender, race, impairment, disability, religion, belief, or sexual orientation.

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan.

3b Disability Access and Admission

Admission arrangements for a disabled pupil are as follows:

- Extensive liaison will occur in order to take all reasonable steps to ensure that the child is not placed at a substantial disadvantage to those who are not disabled. This to reflect the requirements of the Disability Act 2001. A joint placement may also be considered.
- 'Reasonable steps' is understood to refer to the policies, procedures, physical environment and practices of the school which lie within the scope of the school budget.
- Sufficient appropriate support will be made available to ensure equal opportunities for all.
- Malden Parochial Church of England Primary School will action any reasonable physical adjustments or provide auxiliary aids and services in-line with the 'disability discrimination in school's provision'.
- Staff will receive appropriate guidance and support to meet the school's duty to a disabled pupil.

Other considerations include:

- At Malden Parochial Church of England Primary School staff will work flexibly and organise teaching space to enable such access as is necessary.
- When arranging visits external to the school specific attention will be given to the needs of a child with a disability. These needs will be highlighted on the Risk Assessment for the trip.
- If a pupil is absent from school for extended periods, then liaison with parents and relevant personnel from the health authority will be implemented in order to provide curriculum access as near as possible to that being covered in school.

3c Input was received from the following during the development of this policy:

- Headteacher
- Inclusion Manager/Special Educational Needs Co-ordinator
- SEND Link Governor
- Curriculum Committee and the Governing Body
- Wilby and Burnett / Diocese appointed Chartered Architects and Surveyors
- Parents and Carers
- Members of the School Teams

4a. The main priorities in the development plan

- Commitment to challenging and changing attitudes towards disability.
- Supporting needs identified as effects of Covid pandemic on pupils with a disability
- Commitment to ensuring all reasonable steps are taken to allow disabled pupils access to all school activities.
- Commitment to relevant staff training.
- Maintaining regular contact with the disabled pupil's parent/carer.
- Keeping abreast of all regulations relating to the provision of education for disabled pupils in a mainstream school.

4b Increasing the extent to which disabled pupils can participate fully in curriculum activities though:

- Visual prompts and resources used to facilitate greater access for all statemented pupils.
- Collective Worship and curriculum coverage where disability awareness will be promoted.
- Appropriate training for staff working directly with a disabled pupil and awareness raising for other staff.
- Our School Improvement and Development Plan which is underpinned by our commitment to equal access and opportunities for all children.
- Thorough risk assessments undertaken, as required, taking account of the needs of disabled children e.g. a named adult will provide 1 to 1 support as necessary.

4c Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and the associated services.

Proposed future developments:

- To maintain the quiet area for pupils with disabilities and for other children with a need.
- To plan to further improve the access to as many areas of the school as possible.
- To review access to the swimming pool when it re-opens.

4d. Improving delivery of information to disabled pupils that is provided for non-disabled pupils.

- Use of Makaton signing and/or picture symbols for pupils with communication difficulties.
- Enlarged print for visually impaired either by writing or on computer.
- Personal student/teacher hearing aid.

5. Management, coordination, monitoring and implementation

Lead Responsibilities

- Headteacher
- Deputy Head teacher
- SEND Co-ordinator
- School Business Manager
- Governor with responsibility for SEND /Inclusion
- Governor with responsibility for Health & Safety
- Governing Body

5. Action plan September 2021-July 2022

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim: To increase access to the curriculum for pupils with a disability

Current good practice

Differentiation of the curriculum is practiced for all pupils.

Resources are tailored to the needs of pupils who require support to access the curriculum.

Curriculum resources include examples of people with disabilities.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs.

Teaching Assistants (TAs) have regular training and are supported to guide pupils in class and in intervention sessions.

The curriculum is reviewed to ensure it meets the needs of all pupils and National requirements.

Monitoring of the curriculum for all pupils, including those with disabilities and additional needs, is an objective of the Curriculum Committee

Short Term:

Support for access to the curriculum and learning after disruptions during Covid.

School Improvement Plan foci.

Annual Training and review priorities.

Medium term:

Promote awareness of disability issues through the curriculum e.g. Collective Worship, R.E., PSHE and resources.

TA training reviewed and designed to meet pupil needs.

Monitoring of curriculum for support for disabled pupils by the Curriculum Committee.

Long Term:

To review best practice, share and implement as appropriate.

Staff training and awareness raising during induction and through Continuous Professional Development (CPD).

Priority Area	Actions to be taken	Person responsible	Timescale	Success criteria
Staff training and use of specialist equipment	Staff and TAs training reviewed and designed to ensure the needs of all pupils are met. Quality of CPD, assessed through staff feedback.	SENDCo	Annual reviews	Positive staff feedback. All staff supported through relevant training linked to the needs of disabled pupils.
Equipment and resources available for all pupils to access curricular and extracurricular activity. Pupils with a disability or with specific needs are fully supported to overcome the effect of Covid on learning. Pupils with a disability are fully supported to reach or exceed Age Related Expectations (ARE). Pupils who are new to the school have additional needs identified. Planning responds to newly identified needs as they arise.	Audit of resources to allow for: <ul style="list-style-type: none"> Identifying provision of resources, Identification of additional resources needed. Application for funding curriculum resources. Sharing of good practice in the use of appropriate teaching styles, positive reinforcement and use of resources. SENDCo to advise and seek external advice – if required. Planning and advice sought from pupil and parent / carers. SEND Link Governor to monitor provision of equipment and resources	SENDCo Class teachers External consultants SEND Link Governor	Annual review Annual review Annual review Bi-annual monitoring	Lessons adapted to meet individual children's needs. Resources and equipment is made available to ensure access to the curriculum for all pupils, especially those with a disability or specific needs. Staff using resources for the best outcomes, related to the needs of current pupils. External support is accessed to provide advice in the provision of equipment and resources. Report to Governing Body, monitored by SEND Link Governor
Effective use of Pupil Premium funding to match pupils' needs.	Plan for use of Pupil Premium Funding prepared annually showing how Pupil Premium funding will be used to provide resources to support teaching of	Class teachers	Pupil data tracked after each	Pupil Premium funding is used effectively to meet pupil requirements to reach Age Related Expectations.

	<p>disabled pupils or pupils with specific needs.</p> <p>Evaluation of the impact of use of funding are reported to, reviewed, and monitored by Curriculum committee.</p>	SENDCo and SEND Link Governor	<p>intervention programme.</p> <p>Annual review</p>	Minutes of the Curriculum Committee show monitoring of the effective use of Pupil Premium funding.
Curriculum coverage adapted to meet the needs of pupils with a disability.	<p>Progress and achievement of pupils is tracked using</p> <ul style="list-style-type: none"> SIMS data for Reading, Writing and Mathematics. in-house assessment for Foundation subjects and R.E. <p>Curriculum adapted to meet pupil needs.</p> <p>Individual targets set to support pupil’s achievement of curriculum.</p> <p>SENDCo Report to Curriculum Committee</p> <p>Progress and achievement reported to Curriculum Committee for monitoring and impact of the Curriculum provision</p>	<p>All Staff</p> <p>SENDCo</p> <p>SEND Link Governor</p>	<p>Termly</p> <p>Annually</p>	<p>Attainment of disabled pupils meets or exceeds Age Related Expectations (ARE).</p> <p>Minutes of the Curriculum Committee show monitoring of impact of the: -</p> <ul style="list-style-type: none"> curriculum provision training of TA’s target setting and review. tracking of pupil achievement
Raising awareness of disability, disadvantage, and inequality in school.	<p>Disability and equality issues are incorporated in schemes of work, with emphasis in PSHE and RE.</p> <p>Evaluation of raised pupil awareness. Subject Leader report to Governors.</p>	Subject Leaders	Ongoing	<p>Schemes of work reflect positive values of diversity, equality and inclusiveness.</p> <p>Pupils’ increased awareness of issues demonstrated in</p>

	Governor Observation	Governors		<p>discussion and behaviour in school. e.g.</p> <ul style="list-style-type: none"> • observation, • PSHE, SIAMS Report, • pupil survey, • School Council
Aim: To have up to date Risk Assessments for curriculum and social activities in school, and school visits and educational trips				
<p>Current good practice</p> <p>Risk Assessments completed for curricula and extracurricular activities, and educational visits.</p> <p>Actions identified and appropriate measures in place.</p> <p>Sports activities are inclusive and enable all pupils to participate.</p>				
<p>Short Term: To undertake and action Risk Assessments.</p> <p>Medium Term: Investigate and plan for a wide range of sporting activities for all pupils to access. Review of Risk Assessment documents</p>				
Priority Area	Actions to be taken	Person responsible	Timescale	Success criteria
<p>Risk Assessments completed and actioned for current pupils with disabilities.</p> <p>Plans to produce new Risk Assessments as new issues or as needs arise.</p>	<p>Risk Assessments completed Review of Risk Assessment documents as necessary</p> <p>Specialist external advice sought, as necessary.</p> <p>Communication with parents / carers</p>	<p>SENDCo</p> <p>Class Teachers</p>	<p>Ongoing</p>	<p>Staff feedback indicates Risk Assessments fully cover the care and issues that are / may be encountered.</p> <p>Pupils with disabilities are able to access and participate in the full range of in-school events.</p>

	Audit of Risk Assessment documents to ensure full coverage	Health & Safety Link Governor	Annual Report	All pupils able to participate fully and successfully in educational visits.
P.E. and sporting activities to be fully inclusive for all pupils.	Review of curriculum and activities Provision for new admissions to school as required. Use of P.E. Grant initiative as available. Feedback to Governing Body.	Subject Leader for P.E. SENDCo	Annual Report	All pupils will be able to participate successfully in sporting activities. Effective use of P.E. Grant to support pupils with disabilities to participate in P.E. lessons and Outdoor and Adventurous Activities.

Aim: To have clear evacuation procedures for pupils with disability / special needs in case of emergency incident

Current good practice

Evacuation plans include additional requirements for pupils with disabilities and /or special needs.
Personal Emergency Evacuation Plans [PEEPS] in place, when necessary.
Pupils with disabilities take part in regular evacuation practices as per school requirements.

Targets:

Short Term:

Ensure PEEPS are completed, shared with Staff and appropriate to pupil's needs.
Evacuation Reports include evaluation of implementation of PEEPS.

Long Term:

New PEEPS written as required to respond to newly identified needs of pupils

Priority Area	Actions to be taken	Responsibility	Timescale	Success criteria
Pupils with disabilities can enter / exit the school safely during evacuation procedures.	Plans for pupils with disabilities in place to ensure safe and timely evacuation.	Headteacher	Annual review	All pupils evacuate the building as planned and within the given time limits.
	Pupils and staff fully conversant with the plans	All Staff	Ongoing and update according to needs of pupils admitted	Records demonstrate effective evacuation procedures.
	Feedback on monitoring to Governing Body.			
Aim: To support disabled pupils during break and social times				
Current good practice				
Break and social times are safe for all pupils, including those with a disability.				
Facilities are provided for pupils with a disability to encourage inclusive activities.				
Targets:				
Short Term				
A designated member of the support staff to assist pupils whenever necessary.				
Medium Term:				
Health & Safety review to include facilities for pupils with a disability.				
Maintenance of playground with 'quiet' areas.				
Long Term:				
Facilities and provision for pupils with disabilities to be included in MPS 5-year Building Plan.				
Priority Area	Actions to be taken	Responsibility	Timescale	Success criteria
Staff trained to support pupils with disabilities in social time.	Provision of training as necessary for Support Staff	SENDCo	As necessary	Resources made available / loaned for pupils with specific needs.

Planning responds to newly identified needs as they arise.				
Accessible and safe play equipment	<p>Review of use of play areas to include quiet spaces and facilities.</p> <p>Termly Health & Safety (H&S) Report to Resources committee</p>	<p>SBM</p> <p>H & S Link Governor</p>	Termly report from SBM	<p>Disabled pupils have improved access to social situations.</p> <p>All pupils report feeling safe and supported.</p> <p>Report to Governors, monitored by H & S Link Governor</p>

Aim: Improve and maintain access to the physical environment

Current good practice

The environment is adapted to the needs of pupils as required.

This includes:

- Adapted main entrance.
- Ramps are available.
- Corridor and routes are clear of obstacles and assessable to all.
- Disabled toilet facilities available.
- Appropriate seating and desk accommodation provided.
- Swimming Pool and changing facilities are accessible for some children with disabilities. (currently closed)

Targets:

Short term:

Everyone will be aware of the need to ensure corridor and routes in school are clear and accessible.

Medium term:

Review of facilities and identification of malfunction, issues, or new requirements.

Long Term:

Provision for access for any individual with a disability is included in long term planning of building review and new projects.

Review of access to swimming pool when re-opened.

Priority Area	Actions to be taken	Responsibility	Timescale	Success criteria
Entry and all routes clear of obstacles	Reminders appropriate to each group, at intervals for everyone in the premises to ensure all routes are safe and clear of obstacles. Report to Governing Body	Site Manager. All Staff, Pupils, Governors, and volunteers. SENCo Health & Safety Link Governor	Ongoing Annual Report to Governing Body.	Access routes remains clear so minimising accidents, improve safety and ensure the needs of disabled pupils are met. Annual report to Governing Body outlines actions undertaken and future proposed developments.
Improve access into and around the school for any pupil, member of staff, parent, carer or visitor.	Consult widely on reasonable adaptations to the school building. Included in 5-year Buildings Development Plan Funding support from Southwark Diocese	School Leadership Resources Committee	Ongoing and reviewed annually.	Medium and long-term plans include reasonable adaptation for pupils, staff and visitors to the school who have a disability.
Pupils with a disability have easy access to the resources and equipment they use in class and the Library.	Review and feedback on accessibility of equipment and resources.	School Leadership Class Teachers School Council	Annual review	Pupils can access the resources they need. Positive pupil feedback.

Aim: Improve the access of information in school for pupils, staff, parents/carers, or visitors with a disability

Current good practice

A range of communication methods in-place to ensure information is accessible. This includes:

- Internal signage
- Large print resources

- Pictorial or symbolic representations

Targets:

Short Term:

Audit of resources and signage

Medium Term:

Staff accessing and using effective methods of communication to meet the needs of pupils and parents /carers.

Review of budget to purchase resources as needed.

Long Term:

To maintain awareness of relevant services for pupils with a disability

Good communication with parents / carers of pupils with a disability

Priority Area	Actions to be taken	Responsibility	Timescale	Success criteria
Specialist equipment and resources to aid access to information	<p>Audit of facilities in school premises and Pool area.</p> <p>Consult and read widely on good practice to access information on equipment, resources, and training.</p> <p>School budget to fund requirements.</p> <p>Maintain communication with support services.</p>	<p>SENDCo</p> <p>Link Governor</p> <p>Business Manager</p> <p>Resources Committee</p>	<p>Each year (time to fit with Report to FGB)</p> <p>Budget plan April</p> <p>Ongoing</p>	<p>Internal signage suitable and appropriate for everyone on the school premises.</p> <p>Staff well informed, aware of outside support / agencies and able to implement good practice.</p> <p>Parents / Carers report they are supported and informed of facilities and progress of their child.</p>

Aim: The provision of clear and accurate information for staff, parents / carers

Current good practice

SEND Information Report is published on the school website with links to AfC Local offer.

EHC Plans and SEND Support Plans are in place. Annual reviews held and other meetings with professionals during the year.

Communication Passports and guidance for Class teachers and Supply Staff accessible in the classroom.

Learning conversations are held termly / as necessary involving parents / carers and the pupil to ensure pupil and family voice is heard.

SENDCo shares procedures and good practice with Staff for CPD and succession planning.

Targets:

Short Term:

Information available on the school website is current and accessible.

EHC Plans and SEND Support Plans are in place and maintained with up-to-date information.

Pupil support notes available in class for staff.

Medium Term:

Consultation with parents / carer and pupil support review and development of plans.

Priority Area	Actions to be taken	Responsibility	Timescale	Success criteria
Information is accessible for parents and carers of current and potential pupils	<p>Information is up to date and accessible – on website and from Office.</p> <p>Consultation with Local Authority</p> <p>EHCP and Additional Needs Plans are co-produced, reviewed and updated.</p> <p>Parent / carer consultation meetings carried out as planned or as necessary.</p>	<p>SENDCo</p> <p>SENDCo and Class Teacher</p>	Annual review	<p>All parents will be able to access information detailing how the school and Local Authority meets the need of pupils with additional needs.</p> <p>Good practice in provision for the pupil is ongoing, reviewed and available for staff that need to know.</p> <p>The views, wishes and aspirations of parents / carers and pupils are incorporated onto the planning for the child's needs.</p>

Parent and pupil's views feed into future planning	Gain parent / carer feedback through Consultation questionnaires Governing Body / Curriculum Committee monitor provision and acknowledge Annual report and regular updates from SENDCo	SENDCo. Curriculum Committee Governing Body	Annual Annual review with updates	The views, wishes and aspirations of parents / carers and pupils are incorporated onto the planning for the child's needs.
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5B Access to the plan

The Accessibility Plan will be found on the website for the school.

A report on the school's Accessibility and Disability Equality Scheme will be submitted to the Governing Body annually.

This will be linked to other reporting requirements in respect of disabled pupils. That is:

- arrangements for the admission of disabled pupils
- SEND Policy.
- Equality Policy