



Mapplewell Accessibility Plan

EDUCATE. EMPOWER. INSPIRE.

Contents

Mapplewell Accessibility Plan	2
1. Vision Statement	2
2. Aim and Objectives	3
3. Purpose of the Policy	3
4. Definition of Disability	3
5. Legal Background	3
6. Purpose	3
7. Plan Availability	4
8. Access Audit	4
9. Review and Evaluation	4
10. Current Good Practice	5
11. Physical Environment	5
12 Action Plan	6

Version Number	Version Description	Date of Revision
1	Original	September 2022
2	Reviewed and Rebranded	September 2024

Mappewell Accessibility Plan

1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Mappewell Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Mappewell 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 Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe; Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Mappewell Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

2. Aim and Objectives

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information

3. Purpose of the Policy

The purpose of this plan is to show how over time Mapplewell Primary School intends to increase the accessibility of our school for disabled pupils, parents/carers, staff and visitors. At Mapplewell Primary School we are committed to providing an environment that enables full curriculum access that values and includes all pupils, parents/carers, staff and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

4. Definition of Disability

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

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

5. Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (DDA). The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and Governors of the school and will advise other school planning documents.

6. Purpose

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan sets out the proposals of the Senior Leadership Team and Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA. The Accessibility Plan contains relevant and timely actions to:-

1. Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
2. Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe; 3: Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts and information about the school and school events; the information should be made available in various preferred formats

7. Plan Availability

The school ensure the Accessibility Plan is available in the following ways:

- A copy is posted on the school website
- Paper copies are available upon request from the school office

8. Access Audit

The school is a one storey, modern building with accessible doorways, wide corridors and appropriate lighting. The building has several access points from outside where pupils, parents/carers, visitors and staff can access the building; all these entrance points have secure access.

The school offers onsite car parking for staff and visitors and arrangements are made specifically for parents/cares that require easy access to the site. All of these spaces are clearly marked out, signed and kept clear from misuse. Within the car park the school has one dedicated disabled car parking bay. The school's caretaker ensures access the car park and school is kept free of snow, ice and fallen leaves. The pedestrian crossing within the car park is demarcated using textured surfaces.

The schools walk ways are kept clear of bollards, litter bins and outwards opening windows and doors. The steps to the main entrance are clearly painted yellow to assist people with visual needs. An alternative route to the main entrance is step free.

The main entrance to the school features a secure lobby, with double doors allowing access to wheelchair users and double pushchairs. The school offers a disabled toilet which is clearly signed which is fitted with a handrail and lower hand basin.

The school has internal emergency signage and escape routes are clearly marked. Vulnerable pupils have individual evacuation plans and staff are aware these.

Where the physical environment may cause accessibility issues the school seeks advice from the Habilitation Officer, to ensure the environment meets the needs of pupils.

9. Review and Evaluation

It is a requirement that our Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Mapplewell Primary School will address the priorities identified in the plan. The plan is valid for three years 2023 - 2026. It is reviewed annually.

10. Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability through Early Help Assessment and by information collection at the start of each year or when a new pupil joins the school.

11. Physical Environment

The Trust Board will ensure that the appropriate level of insurance is in place and appropriately reflects the school's level of risk.

The details of the school's insurance policy are: RPA Insurance

We will ensure that we are a member of the Department for Education's risk protection arrangement (RPA).

12 Action Plan

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

Current good practice	Actions to be taken	Person responsible	Short, medium, long objective	Date completed
Extra-curricular clubs and visits and are accessible to all pupils.	Develop further awareness across the whole to staff to ensure that accessibility is considered for any extra-curricular club or visits.	Teachers and Support Staff	Short Term	
As a school we promote and advertise awareness of events taking place locally and nationally.	Incorporation of awareness raising for disability and difference into the curriculum, assemblies and long term planning of school events.	Headteacher	Short Term	
Nurture provision.	Further development of the curriculum and environment to meet the needs of pupils who require an alternative form of learning to the mainstream class.	Learning Mentor	Medium Term	
The school uses some aspects of the building to deliver interventions and additional support to pupils.	To develop alternative curriculum provision for pupils where required to enhance learning and wellbeing opportunities.	Headteacher & SENDco	Long Term	
Teachers recognise when lesson designs do not support pupils with additional needs.	Re-design the curriculum to develop more inclusive approaches taking into account the needs of all pupils.	SLT	Short Term	

Teachers make termly assessments of pupils in their class which are criterion based.	Develop a more robust assessment system that takes account of small steps of progress made by pupils with disabilities and / or additional needs. Develop personalised	SLT	Short Term	
	planning and timetabled support and resources effectively to ensure all pupils make good progress.			
The school provides access to ICT to support pupils with disabilities.	Further enhance personalised learning through the use of ICT to support the needs of pupils with a disability.	SLT ICT Lead	Medium Term	
Leaders of the school make staff and Governors aware of public requirements.	Ensure pupils are fully informed of disability equality issues through the curriculum and assemblies.	SLT Teachers	Short Term	
	Ensure staff have access to up to date statutory legislation and policies.	SLT	Short Term	
As a school we reflect on advice given from external professionals to remove barriers to learning for individual pupils.	Deliver ongoing CPD and training to ensure staff are confident in removing all barriers to learning and participation within their lessons.	SENDco Maths and English Lead	Long Term	
The school uses RNIB to support pupils reading.	Audit the library to ensure the availability of large font and easy read texts are available.	English Lead	Short Term	

Aim: To improve and maintain access to the physical environment

Current good practice	Actions to be taken	Person responsible	Short, medium, long objective	Date completed
The school offers a disabled toilet for staff, pupils and visitors to use when required.	Ensure that the disabled toilet is accessible and free of other furniture and resources so it can be used with ease. Create a new First Aid room where resources can be stored adequately.	Headteacher	Short Term	
	Consider extending the size of the disabled toilet as a future renovation project where budget allows.	Bursar & Headteacher	Long Tern	
	Redecorate the disabled toilet to ensure the hand rails provided are visible.	Bursar & Headteacher	Medium Term	
	Have a pull cord installed into the disabled toilet for emergency use.	Bursar & Headteacher	Long Term	
The school currently offers 1 disabled parking bay for parents and visitors.	Research the number of disabled bays required for the size of the school.	Bursar	Short Term	
	If deemed necessary allow for another parking space to be marked as disabled.	Bursar & Headteacher	Medium Term	
The steps down to the main entrance have a visible tape on the edge to support those with visual impairments.	Re-tape the steps as required to ensure they are fully visible and accessible to all.	Caretaker	Ongoing	

The school provides an alternative route to the main entrance which is on one level, making the building accessible to all.	Ensure that the route is clear of obstructions at all times.	Caretaker	Ongoing	Completed daily
The school offers a wide entrance door which is accessible to all.	Consider the renovation of the main entrance to consist of two automatic doors which will allow ease of access for wheel chair users.	Bursar & Headteacher	Long Term	
The school supports and ensures parents and visitors have access to the signing in facility and are able to communicate with staff.	Re-locate the entry sign system so wheel chair users can access this independently.	Bursar & Headteacher	Medium Term	
	Where budget allows renovate the main entrance area to allow a lower hatch for wheel chair users to have ease of access to the reception area and communicate with staff.	Bursar & Headteacher	Long Term	
SLT/bursar have completed a physical environment audit of the school.	The audit will be carried out on an annual basis and updated as actions are completed.	SLT & Bursar	Ongoing	
The school uses large scaled symbols within signage for toilets and emergency exits.	Where budget allows renovate the emergency exits to included visual alongside auditory notification and brail on fire and toilet doors to support the visual symbols for brail users.	Bursar & Headteacher	Long Term	
The school engages with external advisors to audit the physical environment for use by pupils with visual impairments.	Continued liaison with professionals as required when there are changes in the environment or transitions for the pupils.	SENDco	Ongoing	

All classrooms within the school have access to a low stimulus area which is the reading area at the moment.	Accommodate low stimulus areas within the school environment to support pupils with SEND i.e.; ADHD / ASD	SENDco	Long Term	
All classrooms allow opportunities for pupils to use of a 'feelings tree'.	Develop the physical environment to further promote the use of feelings tree to enhance pupil's selfawareness and ability to gain help and support when needed.	Wellbeing Lead	Short Term	
The school has Anti-Bullying Ambassadors within school who are visible at playtimes.	Develop the playground area to incorporate friendship stops, meeting points and structured activities to support pupils with vulnerabilities.	Wellbeing Lead	Short Term	
The school uses some aspects of the building to deliver interventions and additional support to pupils.	Develop the physical environment i.e communal spaces to facilitate more opportunities for additional or alternative learning to take place.	Bursar, Headteacher & SENDco	Long Term	

Aim: To improve the delivery of written information

Current good practice	Actions to be taken	Person responsible	Short, medium, long objective	Date completed
The school distributes information effectively in English via the school website, paper copies of letters are sent home and verbal communication with staff.	Research 'The Big Word' and how it can be implemented within school to improve communication with parents/carers i.e translation of letters, interpreters.	Headteacher & SENDco	Medium Term	
The school website offers a translation option.	Distribute a letter to parents/carers to enquire as to the level of additional support required in order to access verbal/written communication ie letters, forms, newsletters, meetings, parents/carers meeting any documents published on the school website.	Headteacher & Admin	Short Term	
The font size and text is modified on letters and other written information sent home as requested.	Distribute a questionnaire to parents/carers to ascertain the needs and preferences of parents/carers so their individual needs can be met.	SENDco & Admin	Short Term	
The schools PSA is available upon request of parents/carers and also directed by staff when needed to support communication within meetings and interpret written documentation.	Following the parent/carer questionnaire all staff are to be made aware of the parents/carers preference for communication and involvement required by the PSA. The PSA is then to be made available in all required meetings to fully support parents/carers.	SENDco PSA	Short Term	