



Florence Melly Community Primary School

Disability and Accessibility Plan

IF YOU CAN DREAM IT, YOU CAN DO IT!



Policy Approval

Policy Title:	Disability and Accessibility Plan						Date written:	September 2022	
Written by:	Kieran Baillie (AHT/DSL) and Christina O'Keefe (AHT/ Inclusion Lead/SENCO)						New or revised policy:	Revised	
Stakeholders consulted in policy production: (✓ or x)	Governors	SLT	Teaching Staff	Support Staff	Admin Staff	Parent/Carers	Pupils	Local Community	External Agencies
	✓	✓	✓	✓	✓	✓	✓		✓
Implementation:	Date of ratification:			Date presented to staff:			Date of renewal:		
	6th December 2022			12th December 2022			September 2023		
Published on: (✓ or x)	School Website			School Prospectus/Induction Materials			Staff Handbook		
	✓			✓			✓		



Disability and Accessibility Plan **September 2022**

Aims and Values

Our aim is to reflect the great work we do for all our children no matter what their challenges. To show what values we promote and explicitly teach in our curriculum, so we help build great children who are a credit to themselves, their family and their school. Children whom are tolerant, ambitious, caring, resilient and understanding of themselves and others.

We want our children to try their best in all that they do – to aim high to achieve the best they can, and to truly invest in our mantra – '**if you can dream it, you can do it.**'

Responsibilities

The governors of the school are responsible for monitoring the content of the policy and the Headteacher and Assistant Headteacher(s) for the policy's implementation.

Publication

This policy is published on the school website.

Monitoring

This policy is monitored as part of the schools' monitoring and evaluation programme.

Inclusion and Equality Statements

Our school is an inclusive school. We aim to make all children feel included in all our activities. We aim to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage and insist upon, equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

Introduction

At Florence Melly Community Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum and that '**if they can dream it, they can do it.**' This should take account of their individual strengths and needs and should allow each child to fulfil their full potential.

Aims and Objectives

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

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other

school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website. We understand that Liverpool Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

We are committed to providing an environment that enables full curriculum access and values 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.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where necessary.

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 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 school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve 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.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

This 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. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school by the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Targets Relating to Physical Access

Target	Strategy	Timescale	Evaluation
To be aware of the access needs of any disabled children, staff, parents, carers or governors.	<ul style="list-style-type: none">▪ Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') the school building and grounds.	Ongoing/as necessary	<ul style="list-style-type: none">▪ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.

To be aware of the access needs of any disabled children, staff, parents, carers or governors.	<ul style="list-style-type: none"> ▪ Create access plans for individual disabled children as part of the SEND process. ▪ Ensure staff and governors can access areas of school used for meetings and gatherings. ▪ Reminder to parents and carers through newsletters to let us know if they or their children, have problems with access to areas of school building or grounds. ▪ Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired. 	Ongoing/as necessary	<ul style="list-style-type: none"> ▪ All staff & governors are confident that their needs are being met when considering accessibility. ▪ Continuously monitored to ensure any new needs arising are met. ▪ Parents have full physical access to all areas of school when appropriate. ▪ PEEPs are prepared and reviewed as individual needs change. ▪ Evacuation Chair readily available for children with physical needs.
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Targets Relating to Curriculum Access

Target	Strategy	Timescale	Evaluation
Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as are the able-bodied pupils.	<ul style="list-style-type: none"> ▪ SENDCO to provide staff training through bespoke workshops supporting SEND : Autism, ADHD, Responsibilities and Reform. Specialist training ie tracheostomy, diabetes, epilepsy given to appropriate staff by outside specialists. ▪ To improve access to the curriculum for all, by organising appropriate intervention where needed. This may be for Maths, English, SALT, Social and emotional interventions, mental health and motor skills. ▪ To provide SEND support in class to those in need. ▪ To provide a differentiated curriculum for those children with Global Delay at their developmental level. 	July 2023	<ul style="list-style-type: none"> ▪ Enhanced awareness of diversity and full inclusion for pupils with SEND. ▪ Improved quality of teaching and learning for children with SEND, high quality teaching , good and outstanding for children with SEND. ▪ SEND team to work in classes where needed to provide support. ▪ Differentiation in books seen by monitoring by SENDCO and SLT.

<p>Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as are the able-bodied pupils.</p>	<ul style="list-style-type: none"> ▪ To ensure educational visits and extra-curricular activities include SEND children and they are not negatively discriminated against. 	July 2023	<ul style="list-style-type: none"> ▪ Improved attendance, motivation, enthusiasm, and progress observed in pupil progress meetings.
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Targets Relating to the Delivery of Information

Target	Strategy	Timescale	Evaluation
<p>Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe</p>	<ul style="list-style-type: none"> ▪ To provide school information in a variety of formats school website, dojo, twitter, letters home, leaflets and verbally to those parents or visitors with literacy difficulties. ▪ For information to be available in other languages or through interpretation in a timely manner where necessary. ▪ For all information to be available in plain English without the use of jargon, abbreviations or un-necessary words. ▪ To use correct punctuation, clear fonts, preferred formats (where known) for all information 	July 2023	<ul style="list-style-type: none"> ▪ Communication will improve for all. ▪ Reduction in missing appointments, events, school information.