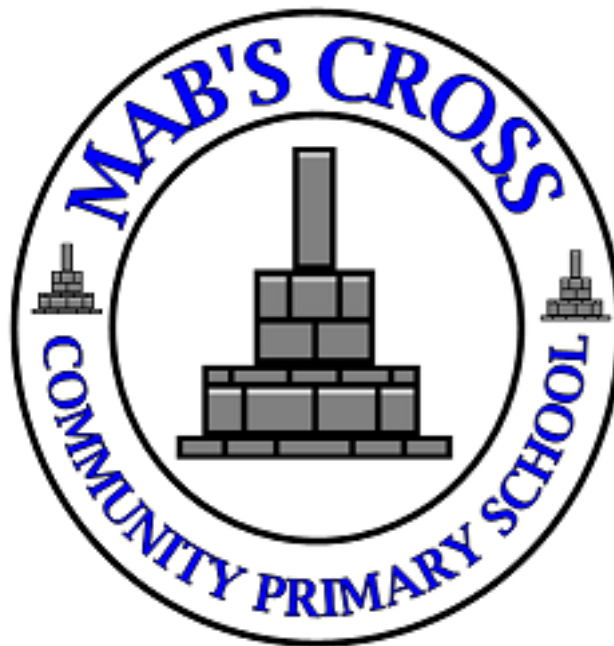


Mab's Cross Primary School

Accessibility Plan

2023 - 2026



Approved by: Full Governing Body

Next review due : December 2026

Aim

Mab's Cross Primary School is committed to providing an environment that enables access for all members of the school community, regardless of their educational, physical, sensory and emotional needs.

“Bringing out the best in everyone”

Purpose of the Plan

The purpose of this plan is to show how Mab's Cross Primary School intends, over time, to increase the accessibility of our school for disabled pupils. The 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.

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 Accessibility Plan sets out the proposals of the 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:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils 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.

Roles and responsibilities

The governing board will:

- Ensure that the policy is published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every three years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher

The head teacher will:

- Promote knowledge and understanding amongst staff and pupils
- Organise relevant training
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives

Links to other policies

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

- Curriculum policy
- Equality Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

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 Mab's Cross Primary School will address the priorities identified in the plan. The plan is valid for three years 2018-21.

Aims and objectives

Our aims are to:

- Increase access to the full curriculum for pupils with a disability
- Improve and maintain access to the physical environment

Accessibility Action Plan 2023-2026

Objective	Action	Responsibility	Timescale	Success Criteria
Publish and promote the Accessibility Plan	Governors to agree and approve at summer Resources meeting. Upload to website	Head Teacher	December 2023	Accessibility Plan on school website and easy to access. Paper copies available at the school office
Continue to improve access to all aspects of the curriculum for children with a disability.	Relevant IEPs in place, including appropriate support	SENDCo / Class Teachers	Ongoing	Children are given appropriate support / resources to access all aspects of the curriculum
	Development of staff skills around adaptations and scaffolded/supported work to ensure SEND children are operating as independently as possible and included in all sessions possible	SLT	Academic year 2023-2024	Staff will have a good working knowledge of Rosenshine's Principles and use them to adapt work appropriately.
	Teachers use the GMOAIP and Additional Practice toolkit used consistently to plan reasonable adaptations to provision for pupils with barriers to learning.	SENDCo / HT	Academic year 2024-2025	Effective adaptations and strategies are being used to allow all learners to access the curriculum and overcome barriers.
	When planning school visits/ events liaising closely with parents and outside providers to assist children in full participation (e.g. outdoor terrain wheelchairs)	Head Teacher SENDCo	Ongoing	Children are able to experience the wider curriculum

	Teachers to continue to ensure a smooth transition through meetings and transition days – sharing information to assist a child with medical, physical or behavioural needs	Class teachers	Ongoing – Summer term	Children feel safe, supported and confident in the new environment, and able to succeed.
Improving and maintaining access to the school environment	Arrange allocated classrooms accordingly dependent on children's disabilities	Head Teacher	Annually	Children to easily access their own classroom
	Investigate adapting toilet to a disabled toilet (currently disabled toilet is only accessible internally for FS, or by going outside of the building).	Head Teacher	January 2024	Children/parents able to access toilet
	Ensure new doors fitted have glass panel to allow someone in a wheelchair to view inside the classroom and vice versa.	Head Teacher	Ongoing	
	Liaise with Wigan HSE to arrange advise to continue to develop the three year plan for identified child in Y1 (PD)	SENCO	Summer 2024	Clear plan will be in place for the child with a PD.
Improve information available	Information is displayed at the front desk to direct parents and visitors to local support networks	SBM	Ongoing	Parents are able to access advice and support for a range of needs / issues
	Look at training needs of Learning Mentor to allow her to signpost parents	Head Teacher/SENCO	Ongoing	Learning mentor is up to date with training around working with TESS/EP/MAST/TIS and other Wigan hubs.