

# THE ACORN FEDERATION

## ACCESSIBILITY PLAN May 2022 - May 2025



### **Accessibility Plan**

Plan written – May 2019

Reviewed – May 2022

To be reviewed – May 2025

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The SEN and the Equality Act 2010 extended the Disability Discrimination Act 1995 to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under the Act –

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties imposed by the Act:-

- increasing the extent to which disabled pupils can participate in the school curriculum
- 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

The school has identified its priorities through:-

- Data collection
- PLASC
- Information from feeder schools
- Individual Education Plans
- KS1 SATs results
- SEND Register
- Pupil questionnaires
- SATs results
- Parental questionnaires
- Parental consultations
- Teacher Assessments
- Teaching Assistant support
- Multi-agency meeting minutes

# MARSTON MONTGOMERY PRIMARY SCHOOL

## ACCESSIBILITY PLAN 2015 - 2018

IMPROVING ACCESS TO THE CURRICULUM					
TARGET	Strategies	WHO	WHEN	RESOURCES	SUCCESS CRITERIA
To ensure appropriate liaison with outside agencies	Outside agencies e.g. Health, SSSEN, CAMHS are used to support pupils access to the curriculum.	SENCO Teacher s Teachin g assistan ts	Ongoing	Staff have time to liaise effectively.	Pupils receive appropriate support and receive improved access to the curriculum.
For effective pupil groupings to improve access to curriculum for all.	Pupils are taught in mixed ability groups, with TA support being used to improve access to the curriculum.	SENCO / SLT to produce TA time table.	Ongoing	General hours for TAs to supplement SEN (LA funded) hours – school budget. Use of TAP's funding for short term issues.	Pupils receive an appropriate level of support to enable them to access the curriculum.
For intervention groups to support children having difficulties accessing the curriculum.	Teaching Assistants are to work with groups of identified children.	SENCO / HT / CT	Ongoing	General hours for TAs to supplement SEN (LA funded) hours – school budget.	Pupils receive additional support, to enable them to access the remainder of the curriculum more effectively.
For Laptops to be used in the classroom	ICT is taught in classrooms, by class teachers	ICT co- ordinato r	Ongoing	Laptops need to be replaced if they come beyond repair ICT technician to ensure that laptops work effectively and efficiently	All children are easily able to access computers and ICT teaching.

# MARSTON MONTGOMERY PRIMARY SCHOOL

## ACCESSIBILITY PLAN 2015 - 2018

IMPROVING THE PHYSICAL ENVIRONMENT					
TARGET	ACTION	WHO	WHEN	RESOURCES	SUCCESS CRITERIA
To remove leaves and snow when appropriate	Leaves and snow are swiftly removed from paths and playgrounds to minimise hazards for staff and pupils.	Caretaker	When appropriate	Possible purchase of additional equipment if required.	Staff and pupils are able to move safely around the school.

IMPROVING THE DELIVERY OF WRITTEN INFORMATION					
TARGET	ACTION	WHO	WHEN	RESOURCES	SUCCESS CRITERIA
For children to have messages displayed in a picture or written format as appropriate	Use of a displayed pictorial timetable when appropriate.	CT and TAs	Ongoing	Materials to create timetable. Preparation time for staff.	Children are able to access learning more readily.
Regular use of laptop within a class setting.	Pupils who may benefit from word processing work are provided with appropriate hardware and software.	SENCO Teachers TAs	As required	Training for staff and pupils in use of suitable software.	Disabled pupils are better able to produce quality work within a classroom setting.
Delivery of information	Providing information in simple language, symbols, large print, audio tape, Braille etc for pupils who have difficulty with standard printed information.	SENCO CT TAs	As required	Braille, audio tapes, software resources as required.	Pupils with disabilities have improved access to information and the curriculum.
For the schools web site to improve access to information for all parents	The headteacher to ensure that the website provides clear information that can be accessed by as many pupils as possible.	HT	Web site to be ongoing	HT to have time to update the website.	All stake holders have access to a web site.