



Mersey Park Primary School

Accessibility Plan 2017-2020

Be Nice, Work Hard, Never Give Up

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. According to the Act, a *“disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.”*

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

In 2014 Ofsted described Mersey Park Primary as a Good School with Outstanding behaviour and safety. They said:

“Pupils with additional learning, health, social, emotional or medical needs are included in everything on offer and are supported extremely well. The school provides very sensitive and caring support for pupils and families whose circumstances might make them vulnerable. Staff work very well with a range of agencies to ensure that support is targeted appropriately.”

Mersey Park Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We have created an accessibility action plan. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Contextual Information

Mersey Park Primary School was built in 1906. It is a school made up of two buildings. One building is for Foundation Stage and Key Stage 1 children and is a single storey building. This building has been extended at the front, side and back and includes a nursery with its own entrances. Access to the two Year 2 classrooms has been improved due to a new extension with doors straight into the classes from the playground. Foundation 2 has also been altered to include an entrance to the front of the classroom.

The second building is a two storey building and is for Key Stage 2 and administrative staff. It includes an attached house that used to belong to the school caretaker. Upstairs of the main building is accessed by two sets of staircases, one at each end of the building.

Aims and Objectives

Our aims are to:

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

The table below sets out how the school will achieve our aims.

Curriculum

Continually improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes.

All children have always had access to arrange of after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
To audit pupil needs and staff training to meet those needs.		Identify specific curriculum needs during Pupil Progress meetings. Sign post to training to meet need. SENDCo and CPD coordinator to attend meetings.	Half term pupil progress meetings	MT/SENDCo	All children able to access all areas of the curriculum and work towards attaining age related expectation
Appropriate training accessed on disability as highlighted during audit.	Staff have attended ASD and ADHD training within the last three years. Staff have annual training from Vision Support team.	Identify CPD requirements. Training in place for all staff to meet needs. Other professional partners help as required.	As required	R.T/ SENDCo	
All staff aware of curricular needs of individual pupils regarding specialist equipment.	Key staff aware of needs of children they work with and use current equipment or purchase new as necessary.	Training in specialist equipment for all once highlighted as needed. IT hardware or software installed as necessary.	Inset with whole staff as required.		All children able to access all areas of the curriculum and work towards attaining age related expectation
Ensure P.E continues to be accessible to all.	Specialist Visual impaired equipment currently used.	Liaise with external agencies and sports coaches regarding specialist equipment needed to include all pupils.	As required	KD/SENDCo	
All out of school activities planned to ensure, where reasonable, participation of all pupils.		Review all extra- curricular provision and out of school activities to ensure compliance with legislation.	Annual check for extra-curricular activities. Regular check via Evolve for out of school activities.	MT/ LW	

Physical Environment

Mersey Park Primary School is continuing to grow and develop. We have recently extended and improved our Key Stage 1 building. We hope to be able to also extend the Key Stage 2 building in the future and improve the facilities. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Main Entrance area to be improved in order that it is accessible for disabled people	Slope towards main door	Gate to be changed and lifted. New surface on ground with no step. Disabled door release pad.	Spring 2017 work to begin on gate followed by other work	MT/JM	Main entrance will be accessible to all.
Entrance porch area to be widened if possible	Area is wide enough for disabled access but is often a busy area.	Work with LA advisor to plan ways to make entrance area wider.	From Autumn 2017	MT/JM	Enough space available in entrance area for all people including seating area.
Seating to be available in middle playground for parents to use whilst waiting for children	Seating available in both upper and lower playgrounds	Playground development company to create design for middle playground to include extra seating.	January 2016	MT/JM	Seating available for all as necessary in all playground areas.
To create easy access to all areas of school for all pupils/ adults	New corridor created to lead to house via ramp. New easier access to KS1 building via front entrances	Consider needs of disabled pupils/ parents and visitors to school when considering any alterations to school. Bid for capital funding to extend main building to include a lift to upper floor.	As required As funding available	MT/JM MT/JM	Access to all areas of school for all people.
Ensure all disabled pupils can be safely evacuated.	Some staff trained in use of Evac chair. Personal Emergency Evacuation plans in place for disabled pupils.	Ensure all staff aware of PEEPs. Staff trained in use of Evac chair to practice use regularly.	As required at staff meetings Termly practice	SENDCo MT/RT/LW	Safe evacuation for all when necessary
Improve access for visually impaired	Yellow strips on all stairs	Renew yellow strips on outside steps regularly	As necessary	JM	All areas clearly accessed

Communication

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Improve signage for visually impaired people		Braille signs around school.	Review- February 2017	SENDCo/ Vision Support	All areas clearly signed
Languages other than English to be visible around school	Welcome signs in various languages	As families are due to arrive in school with different languages signs are displayed to aid access and understanding	As required	SENDCo	All families feel welcome and have a clear understanding of school procedures
Information on website accessible to all.	Text can be translated for information on the website.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure prospectus available on website.	From February 2017	SENDCo/MT/Vision Support/MGL	New website to have very clear information that can be accessed by all people.
Information for parents/ carers to be clear for all.	Information in newsletters and information letters is in clear print and easily understandable.	School office/ HSLO to help parents access school information and complete forms	During induction/ Ongoing	HSLO	Parents feel that they communication is effective.
Ensure all staff are aware of accessible formats.		Guidance provided to staff on dyslexia and accessible information.	Regular updates as necessary.	SENCo	Staff understand how to ensure written information can be equally accessed.