

MINSTERLEY PRIMARY SCHOOL ACCESSIBILITY PLAN 2021-2022

1. Aims

Learning and Progress for all, regardless of need and supporting everyone.

At Minsterley Primary School our aim is for all learners to access a broad and balanced curriculum where all learners are valued and every child matters. We seek to provide a safe and happy environment where all can flourish. We aim to work in partnership with families and carers for the good of our children to provide for the physical, emotional, social, moral and spiritual needs of our children.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. To enable all children to achieve these aims we recognise the need for equality of opportunity and our role in supporting all children regardless of background or need. Through our equal opportunity policy the Governing Body and School is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which children with disability and any type of special need can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education
- Improve the availability of accessible information to all children and especially children with special educational needs

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The plan will be made available online on the school website, and paper copies are available upon request.

2. Legislation and guidance

This plan has been created to meet the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools

on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled Student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Attendance policy
- Admissions policy
- Anti-bullying policy
- Health and Safety Policy
- Shropshire Council local offer
- Safeguarding and Child-protection policy
- PSHE and RSE Policy
- SEN Information Report
- SEND Policy
- Covid-19 Risk Assessment

4. Action Plan

Access to the physical environment

Action	Strategy	Timescale	Responsibility	Success Criteria
Safety door on Reception Class	Special door fitted so it opens slowly	completed	Headteacher	Completed and working
Betty's playground- improve surface of Reception outdoor play area	Returf with soft texture to avoid it becoming too uneven, and soft support around vertical beams	Completed Summer 21	Headteacher	Able to access again safely
All age library- making it engaging and easy to access	Deeper, curved (no corner bookcases), carpeted area, low, cushioned bench, low soft stools for younger children. Calm and inviting environment	Completed during lockdown 2020	Headteacher	Children are using and able to choose their reading well and feel it is an engaging place. Reading progress.
Give time to avoid crowd of children going through doorways to those who need it	Teacher and TA to give extra time to individuals for this	As needed	Senco informs TAs working with particular children (currently 1 child)	Child has time to enter and exit
Increase access to Y1 classroom where high step	OT advice. Council school buildings team assessment- Handrail at internal wall. Half step recommended as ramp will be too long	Assessed and measured July 21 Autumn 21- on waiting list Measured by LA team- Oct 21 Ideally by Dec 21	Headteacher and Senco LA council team- contact, Bethan, OT, Kirsty Wilding	Half step and rail in place. Confident to enter and exit

Increase disabled access in boy's toilets. (Change of plan as of July 21) Install toilet frame and levered tap in staff disabled toilet as best room with access)	OT advice and Council school buildings team assessment. Install toilet frame in ladies' staff toilet as largest room for private access for child. This will mean less access time for staff during break times so long term need for more staff toilets. Where possible encourage child to use toilet just before break time.	Rep measuring 2.11.21 Aim for work complete Dec 21	Headteacher and Senco, LA Council Team- contact, Bethan, OT, Kirst Wilding	Staff still have time to access toilet during break time. Increase independence of users
Loan of wheeled chair with back support for individual	Liaise with OT. The chair will increase independence of the child who needs it. Return to LA eventually.	Autumn 21 Delivered to school 1.10.21 OT to fit child to chair 12.10.21	Senco-Weekly maintenance spot check- OT will fix as needed.	Customised, used and working- accepted by the child
Correct size table for wheeled chair	Liaise with OT- needs to be appropriately high for the child who needs it yet not disadvantaging the other children if they share it as it will be too high for their chairs. OT to advise so works for all of the class.	Autumn 21 Positioning of table discussed Sept 21 12.10.21- OT to ensure chair fits table and appropriate for the child	Senco	Suiting all- ie. Child is still part of group- yet shorter children do not need to be disadvantaged by working at a high table.
During Covid-19, access to playground and field has been staggered for each class to access their own space safely. Sept 21- KS1 and KS2 Separate playtimes.	School covid-19 risk assessment	Up to Summer 21 Then change From Autumn 21	Headteacher	Operating smoothly so bubbles are separate- Later has meant fewer children are on the playground- fewer collisions.

Plenty of play equipment during outdoor play	New Space hoppers, soft balls and bats-other play equipment	2020+	Headteacher	Improved choices for some children who did not know how to use playtime well
Access for all visitors with disabilities or specific requirements is considered and eased. Parking bays are available in staff car park. Hedges are cut for access as needed.	There is a disabled carpark bay directly near to the school gate that can be accessed on arrangement as normally a staff only and not parent carpark	ongoing	Headteacher	Site is safe and accessible for all visitors/users

Access to the curriculum

Action	Strategy	Timescale	Responsibility	Success Criteria
Risk assessments of any visits	To ensure all children can experience access to these visits	We do this on an ongoing basis	Teachers	All children can go and enjoy the experience which will help many to consolidate their longterm learning.
EHCPs, Person-centred plans are followed and interventions with smart targets given to any child as needed.	Currently working well and in designated files in class so teachers and TAs have access. Continue to update online access to resources and advice on server for staff planning.	Online Sen file resources improved in Autumn 2019 This happens in an ongoing way and is regularly reviewed.	Senco and all staff	Staff are accessing the files. Children are making progress and get the support they need- evidence seen in small steps of progress and wellbeing Measured in Intervention Impact records and pupil

				progress meetings 3 x yearly.
Regular pupil voice-improved checklist in use so TAs can get better information about any barriers	Senco improved these forms to get the best information re. child's own perceived barriers to class learning so can then be acted upon.	Form updated and used for Summer 21 Pupil Voice Regularly through the year	Senco and TAs	Easy to use for TA and good info provided. Barriers observed and acted on eg visual stress tests, wobble cushions etc
First aid, diabetes training, GP medication if prescribed given in school as allow access to curriculum.	All carried out in school where possible so children can continue their learning and not need to be off premises where possible	As needed and especially at transition between class or KS.	Head teacher and Senco arranges	Staff feel confident to care for children with medical needs. Children are cared for and parents are happy
Exercise programmes followed for individuals with physical needs as advised	Dedicated TAs are trained by eg physios for individual children so exercise can be embedded in the school day and little time is taken from rest of curriculum	Recently took place during lockdown when children returned ongoing	Trained TAs and Senco	Children observed to be carrying out these programmes- yes- done daily as required.
Community Nurse, speech therapist, Physio and occupational therapist visits- training and advice given	Senco liaises with external professionals for children with and without EHCPs to implement training and recommendations	Regular and ongoing	Senco	Arranged and staff feel confident to care for these children with additional needs and parents feel that they can trust staff.
Routine Reception eye tests and other medical tests from Community nursing	Ensure all children can see and hear the curriculum	Ongoing Eg July 21 optometrist visit Reception Flu jabs Sept 21	Admin Team and external professionals	This happens and children get screened and needs met.
TA differentiates and adapts PE lessons as required with child and including other children where possible	TA given ideas for strategies and best practice- aware that they are free to adapt language, target, task, equipment as appropriate.	Summer 21 Checklist and notes read by new PE coach 5.10.21 Ongoing	Senco and TAs	Children with special needs are included and their PE lessons are differentiated appropriately where needed. Notes are passed to relevant TAs

Quality First Teaching prioritised to increase access to all in whole class teaching	Strategies training Eg Dyslexia Awareness, Autism Awareness Staff Training, Speech and Language training, Training in memory and Revisiting and reviewing learning strategies PCPs show individual targets and strategies many of which are through whole class teaching	Ongoing and adapted at pupil progress and reviewed in intervention impact records by teachers and Senco	Staff, Senco to monitor	Taking place. Teachers link progress to interventions tried and QFT given at pupil progress meetings and seen in intervention impact small steps progress
Referrals made and advice appointments	Talking to staff about concerns informally and during pupil progress. Talking to parents. Follow up and increase ease of access to parents who find it hard to engage with these services by liaising with external professionals and reminding as needed.	We do this on an ongoing basis as needed	Senco- receiving input eg from occupational therapy, physiotherapy etc	Children are assessed as early as possible or we access specialist advice to apply in school.
Reasonable adjustments made such as extra time for thinking and writing, prompts, scribe, extra technology in assessments and normal way of learning as needed.	Pupil voice, class observation and special assessments to pick up these needs. Evidence collected of normal way of working	We do this on an ongoing basis	Senco, teachers	Children have reasonable adjustments as their normal way of working and there is good evidence of this to make it easy to apply for this when it comes to SATS.
Specialist equipment to remove barriers is available according to need eg wobble cushions, coloured	Improve access to equipment when Senco is not in school- labelled trays in senco office	Labelled trays completed for access to staff- 2020	Senco	Children are using as normal way of working. Staff are accessing these resources as needed

reading rulers, voice typing, headsets, fidget bands and toys, pencil grips.	Buy visual stress assessment kit and other specialist equipment	Equipment bought 2020 and updated on an ongoing basis each year		
All children in KS1 have access to an individual ipad and all children in KS2 have access to individual Chrome book (and headset in some cases)	Increase access to ways of recording especially for children with special needs. This becomes a normal way of working for all.	Spring 2021- ipads and chromebooks arrived- Used as normal way of working now in school- 2021 onwards	Headteacher, teachers	Children become independent learners and confident with technology. Children with SEN record their work in a variety of ways.
Access to extra transition support	Bespoke visits arranged to Secondary School for some children with special needs, anxiety or EAL where this would be beneficial to them above what is normally provided to all for transitions to KS3	During Summer 1 and Summer 2- 2022	Senco arranges with Mary Webb Transition Lead	Parents and children informed of what to expect Visits arranged and take place Children feel confident about moving up.
EAL children are supported to access the curriculum and use their home language at first or as needed	Talking partners, foreign language resources, inclusion, extra sessions with TA as needed using resources from MDT and British Council Learn English website, access to google translate.	We do this on an ongoing basis	Senco, trained staff and external advice from Multicultural Development Team (MDT)	Children with EAL make progress and are secure to learn the new language

Access to information

Action	Strategy	Timescale	Responsibility	Success Criteria
Important whole school and headteacher messages headteacher are seen and updated regularly on Class dojo	Keep class story from teachers separate from main school messages. Short and snappy posts where possible	Started in lockdown	Headteacher and staff	Parents can clearly identify important messages
Increase dialogue between parents and teachers to share concerns and pass on praise away from talking at the door so that staff and children can get straight on with teaching and learning.	All parents offered Class dojo direct link to talk with their child's teacher and Senco	Started before covid-19	All teachers, Headteacher and Senco	Parents are heard Staff have good awareness of what is needed for the child and they take into account family concerns and knowledge
Share rewards and children's learning with parents and teachers	Class dojo points Photos of work shown online etc Tapestry- in reception class	ongoing	Teachers	Child, teacher and parent partnership
Advertise local and national events of interest to promote and support family life, wellbeing and support children with SEN needs.	Senco classroom on clasdojo to share activities, resources and support with parents. Sen local offer Images on website and sen info report Senco regular target families to phone, advise and signpost to early help or other sen or parenting services.	Started in lockdown and continuing	Senco	Adverts on class story to be short and readable and used by parents Range of support targeted to the audience
Increase access to Senco	Senco clasdojo message access, video calls and	ongoing	Senco	Parents feel supported

	phone drop ins and face to face appointments given Mon and Tues on her working days to express concerns			
Improve School Website	Regularly updated and readable	ongoing	Headteacher, Admin Team	Ease of access and more readable. Links to local offer
Take Minsterley Monday School Newsletter online	Move online and improve presentation of it	Summer 21- completed Ongoing use weekly	Headteacher	Readable and enjoyed
Remote Learning Google Classrooms set up for every class and Senco	Staff meeting regular reviews of best practice with this	Starting to use this tech before Covid-19 and teachers set high quality work on it throughout the whole time Ongoing during 21-22 as needed	Headteacher and All staff	Staff set lessons and monitored their classrooms daily and children had opportunity to learn daily during all of covid-19 into 2021. Ongoing for children needing to work remotely in 21-22
Ensure access and improve engagement and ease of access to remote learning.	During lockdown-Weekly teacher phone calls to parents during lockdown 3. Staff cover for this to happen. Continue to provide during 21-22 as eligible (covid regs) and keep in contact with parents on class dojo.	During Covid-19 21-22-Now ongoing messages on class dojo	All staff	Increased numbers were able to access learning and were not as affected as much as could have been by covid-19 21-22- continue for individuals eligible due to covid regs
Increase supply of free laptops and tablets to families with little access or large families where one tablet shared between all.	Joined Charity to increase supply of free laptops and tablets, school distributes this tech to families and ensure set up to log on	During lockdown We are registered with the charity for any ongoing tech available Sept 21+	Headteacher	Charity sent laptops and tablets to our school- Radio interest! Many children now had access who would not have otherwise

<p>Good access to information for families with EAL</p>	<p>Class dojo messages can be translated. Google class remote activities were translated into certain languages for individual children as needed by staff using google translate</p>	<p>We do this on an ongoing basis</p>	<p>All staff</p>	<p>Evidence of posts being translated into different languages can be seen on class dojo</p>
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11.10.21 (updated)