

# MINSTERLEY PRIMARY SCHOOL ACCESSIBILITY PLAN 2024-2025

## 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
Improve flow of children back into class	2 whistles at playtime 1. Freeze 2. Walk back in	From 2 <sup>nd</sup> week of Autumn 22	All playground duty staff	Children respond to the 2 whistles efficiently Time to put playground toys away
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 <a href="#">ongoing</a>
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  <a href="#">achieved</a>
Lunchtimes also stagger access to playground and field (started due to Covid)	To avoid accidents with younger children with SEND to access their own space safely.	Autumn 23	Headteacher	Operating smoothly <a href="#">ongoing</a>

KS1 and KS2 so younger ones have separate area				
Plenty of play equipment during outdoor play- ensure it is used regularly	New Space hoppers, soft balls and bats-other play equipment Use efficiently with children to monitor giving out and tidying away	2020+	Headteacher	Improved choices for some children who did not know how to use playtime well <a href="#">achieved</a>
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  <a href="#">ongoing</a>
Perimeter Gates fitted around school- to include the whole playground.	To ensure security for children	April 23	Headteacher	Fully functioning
Purchase outdoor equipment for play for children with disability	To encourage some seated play for children with disability	Spring 23	Senco	Children enjoy seated playing
Breakfast Room continues to be used for children in need of a calm start to the day	To continue to offer support to families before school	continue	Headteacher and breakfast TAs	Calm and healthy start to day for many to improve ability to learn
ELSA area developed withing the spare classroom	To increase offer of emotional support and literacy to our children	Autumn 23	ELSA	Efficiently used and stocked, calm inspiring space for children

## 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. <a href="#">Achieved and ongoing</a>
EHCPS, Person-centred plans are followed and interventions with smart targets given to any child as needed. Quality First teaching to reduce barriers.	Access to Class overviews of PCPs for all staff to see and remember targets, QFT and strategies for individuals Training of TAs eg by speech therapy service Equipment bought as needed eg wobble cushions, grips, overlays...	From Autumn 24 and reviewed and updated termly.	Senco and all staff	Staff are accessing the overviews. TAs ensuring QFT and equipment in place. 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. <a href="#">Achieved and ongoing</a>
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	ongoing	Trained TAs and Senco	Children observed to be carrying out these programmes- yes- done daily as required. <a href="#">Achieved on ongoing basis</a>
Community Nurse, speech therapist, Physio and occupational therapist visits- training and advice given	Senco liaises with external professionals and their websites for children with and without EHCPS to	Regular and ongoing	Senco	Arranged and staff feel confident to care for these children with additional

	implement training and recommendations			needs and parents feel that they can trust staff. <a href="#">Achieved and ongoing</a>
Routine Reception eye tests and other medical tests from Community nursing	Ensure all children can see and hear the curriculum	Ongoing eg. Flu jabs Autumn 24	Admin Team and external professionals	This happens and children get screened and needs met. <a href="#">Achieved and ongoing</a>
Knowledgeable specialist PE TA differentiates and adapts PE lessons as required with child and including other children where possible	Relevant TAs given ideas for strategies and best practice-aware that they are free to adapt language, target, task, equipment as appropriate.		Senco and TAs	Children with special needs are included and their PE lessons are differentiated appropriately where needed. <a href="#">Achieved and ongoing-</a>
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. <a href="#">Achieved and ongoing</a>
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. <a href="#">Achieved and ongoing</a>
Access to extra transition support	Bespoke visits arranged to Secondary School for some children with special needs,	Visits begin from Autumn 24 Science club	Senco arranges with Mary Webb Transition Lead	Parents and children informed of what to expect

	anxiety or EAL where this would be beneficial to them above what is normally provided to all for transitions to KS3 Visits of Senco to Mary Webb and Mary Webb Senco to Y6 children from Autumn 22	Senco visit to Mary Webb to observe transition- Oct 24  Mary Webb Senco to visit Y6 for transition purposes- Nov 24 This continues through year		Visits arranged and take place Children feel confident about moving up. <a href="#">Achieved and ongoing</a>
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 <a href="#">ongoing</a>

## 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  ongoing

Share rewards and children's learning with parents and teachers	Class dojo messages Photos of work shown online etc Tapestry- in reception class	ongoing	Teachers	Child, teacher and parent partnership ongoing
Advertise local and national events of interest to promote and support family life, in cost of living crisis, 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- especially signposting to cost of living events eg local heat hubs...	Senco researches info from local offer and facebook page etc	Adverts on class story to be short and readable and used by parents Range of support targeted to the audience ongoing
Minsterley Monday School Newsletter online since Summer 21- continue to be informative along with school website.	Ongoing modern and concise presentation	Ongoing use weekly	Headteacher	Readable and enjoyed <a href="#">achieved</a>
Continue to use Google Classrooms-set up for every class and Senco. Staff set high quality work on it and children use this resource daily in class teaching	Ensure children confidently use and have access to technology as their normal way of working in this modern world	Starting to use this tech before Covid-19 and Ongoing now	Headteacher and All staff	Children confidently use and have access to technology as their normal way of working in this modern world ongoing
Increase supply of free laptops and tablets to families with little access or large families where one tablet shared between all. <b>Continue to offer when needed eg for homework</b>	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



	<b>Consider reasons homework is not done- is it limited tech access?</b>			
Good access to information for families with EAL	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	We do this on an ongoing basis	All staff	Evidence of posts being translated into different languages can be seen on class dojo  <a href="#">Achieved and ongoing</a>

Updates October 2023