

# Medina Primary School



## ACCESSIBILITY POLICY

|                         |                |                      |                          |
|-------------------------|----------------|----------------------|--------------------------|
| <b>Reviewed by</b>      | Governing Body | <b>Authorised by</b> | A McGarvey (Headteacher) |
| <b>Last Review</b>      | September 2021 | <b>Date</b>          | September 2024           |
| <b>Next Review</b>      | September 2027 | <b>Review Cycle</b>  | Every three years        |
| Signed by<br>A McGarvey |                |                      |                          |

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# ACCESSIBILITY POLICY

## 1. Aims

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Medina Primary School values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for every child whilst being respectful of ALL protected characteristics (set out below)

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

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

The school supports any available partnerships to develop and implement the plan.

We will continue the advice of Local Authority, sensory impairment service, educational psychologists, CAMHS, and various outreach services to develop and implement our plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

## 2. Legislation and guidance

This document meets 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim                                                            | Current Good Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Objectives                                                                                                                                                                                                                                                                                                                                                                                   | Actions To Be Taken                                                                                                                                                                                                                                                                                                                                                                                           | Person Responsible                            | Date To Complete Actions By                              | Success Criteria                                                                                                                                                                                                                                    |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase access to the curriculum for pupils with a disability | <p>Our school aims to offer an ambitious, scaffolded curriculum for ALL pupils.</p> <p>The curriculum is continually reviewed to ensure it meets the needs of all pupils.</p> <p>We aim to increase the number of curriculum resources which include examples of people with disabilities.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum, including the use of technology where appropriate.</p> <p>We aim to set bespoke effective targets that are appropriate for pupils with additional needs.</p> | <p>Improve the quality of Teaching so that high quality inclusive teaching is on offer for all.</p> <p>Review our curriculum content so that examples of disability are included into our curriculum sequence</p> <p>Targets for SEND students are regularly reviewed by a team around the child.</p> <p>We review the resources children use to support their access to the curriculum.</p> | <p>Develop teacher expertise through rigorous, high quality CPD and monitoring</p> <p>Review and adapt the curriculum content for examples of disability</p> <p>Review to ensure students have access to the proper resources they need for curriculum access</p> <p>Student reviews take place 3 times per year and impact is recorded</p> <p>Sharing of good practice in ICT to increase accessibility.</p> | <p>Headteacher</p> <p>Deputy</p> <p>SENCO</p> | <p>April 2025</p> <p>April 2025</p> <p>December 2024</p> | <p>Termly monitoring throughout the year includes discussion about curriculum accessibility between the headteacher and teachers.</p> <p>This results in provision being adapted, where required, in a timely fashion, anticipating pupil need.</p> |

| Aim                                                     | Current Good Practice                                                                                                                                                                                                                                                                                           | Objectives                                                                                         | Actions To Be Taken                                                                            | Person Responsible               | Date To Complete Actions By     | Success Criteria                                                                                |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------|
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Corridor width</p> <p>Disabled parking bays</p> <p>Disabled toilets and changing facilities</p> <p>Hoist</p> <p>Library shelves at wheelchair-accessible height.</p> <p>Sensory room</p> <p>Individual workstations</p> | Adaptations to the main school building are properly maintained and reviewed at regular intervals. | Building maintenance and compliance well managed to ensure adequate facilities are maintained. | <p>Site manager</p> <p>SENCO</p> | <p>Annually</p> <p>Annually</p> | Adaptations to the physical environment to meet the need of disabled users are well maintained. |

| Aim                                                          | Current Good Practice                                                                                                                                                                                                                                                                                                                                                                                                                                           | Objectives                                                         | Actions To Be Taken                                                                             | Person Responsible | Date To Complete Actions By | Success Criteria                                                                  |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------|-----------------------------|-----------------------------------------------------------------------------------|
| Improve the delivery information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Internal signage</p> <p>Large print resources</p> <p>Pictorial or symbolic representations</p> <p>Where needed, other specific communications will be used such as:</p> <ul style="list-style-type: none"> <li>• zones or regulation</li> <li>• now and next boards</li> <li>• social stories</li> <li>• individual visual timetables</li> </ul> | For children to have resources they need to access the curriculum. | SENCO to termly review communication needs and liaise with staff to ensure these are being met. | SENCO              | Termly                      | Pupil's needs are met to ensure they can understand and act on information given. |

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the full governing body.

#### **5. Links with other policies**

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

Health and safety policy

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy