

Accessibility Policy



Middlestone Moor Primary School

Headteacher: G Richardson
Chair of Governors: N Cooke

Date: January 2022

Date for review: January 2023

At Middlestone Moor Primary School, we want all children to enjoy school, to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Middlestone Moor Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum-this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improving access to the physical environment of schools-this includes improvements to the physical environment of the school and physical aids to access education.

Written Information

Improving the delivery of written information to disabled pupils-this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents and carers' preferred formats and be made available within a reasonable timeframe.

Short/Medium/Long Term	Targets	Strategies	Outcome	Timeframe	Goals achieved
Curriculum					
Medium	Ensure residential visits are promoted and encouraged with parents of disabled pupils.	-Parents offered face to face meetings with the teacher organising the residential.	To reassure parents and discuss any reservations that they may have.	Spring 2021/22	Happy reassured parents, who will encourage a positive attitude towards residential visits.
Medium	Ensure that disabled parents have every opportunity to be involved.	-Utilise disabled parking space. -Adopt a more proactive approach to identifying the access requirements of disabled pupils.	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their children's education.	2021/22 Ongoing	Happier, confident and proactive parents.
Short	Ongoing medical training for staff on key issues for current children e.g. diabetes.	-SENCO to contact relevant services for advice and to arrange training.	All pupils will be safe and all staff will be fully equipped to deal with necessary emergencies.	2021/22 As and when the need arises.	Fully inclusive school.
Short	Support plans to continue to accurately reflect the needs of individuals and plans for intervention.	-Teacher and SENCO to complete support plans termly. -Support plan shared, discussed and reviewed with parents. -Review completed each term.	Support plans will accurately map out the next steps in learning and outcomes will be judged against clear success criteria.	2021/22	Staff, children and parents fully aware of child's outcomes and next steps.
Medium	Provision for children that find social interaction times challenging. E.g. playtimes, lunchtimes.	-Provide targeted intervention for anger management and developing friendships. -Providing targeted children with opportunities to develop positive outdoor experiences.	Pupils are comfortable and challenging situations are avoided.	2021/22	A reduction in challenging behaviours/anxieties.
Medium	To liaise with all Nursery providers to review	-To identify pupils who may need provision that is additional	Transition for all children to be successful and needs met.	Summer 2021/22	A smoother transition and resources in place.

	potential intake for the following year.	to and different from the current provision. -To identify pupils who may need extra transition.			
Physical Environment					
Long	Ensure appropriate seating is available.	-Ensure that appropriate seating for those with disabilities is available for pupils, staff and parents.	The needs of pupils and staff are being met.	2021/22	Fully inclusive school
Long	To ensure that classrooms and corridors are accessible for those with physical and visual disabilities.	-Ensure that corridors and all classrooms are free from hazards/ obstructions which would limit access for those with physical and visual disabilities. -Physical—All classrooms to be accessible for all pupils/staff with disability at all times. -Contrasting decoration/colours/ textures used to identify hazards for those with visual impairment whenever areas are decorated.	All pupils with physical and visual impairment disabilities are able to use all areas of school and identify hazards easily.	2021/22	Fully inclusive school
Short	Ensure visually stimulating environment for all children.	-Colourful, lively displays in classrooms and shared areas of school. E.g. corridors, hall, entrance.	Lively and inviting environment maintained.	Ongoing	Positive ethos towards the environment where staff and pupils take pride in the environment.
Written Information					
Medium	To ensure that relevant information is passed to next teacher.	-Teacher to meet to pass on relevant information including medical information to the next class teacher.	Staff are aware of the needs of the children in their class.	Summer Term 2022 Autumn Term	All needs of the pupils in their class are being met.

		-Teachers to check medical information sheets of the children moving to their class.		2022	
Long	Keep staff updated in terms of information sharing, training and collection of their views.	-Remind staff of procedures for information sharing and that any information being sent to parents must be checked by HT/DHT	-Staff confident with what information needs to be shared. -All staff aware of the procedures that need to be followed when sharing information	Ongoing	All information shared is relevant and appropriate.
Long	To ensure accessibility of text-based information to the whole school community.	-Consider and improve the accessibility of text-based information provided to the school community - books, letters home, newsletters, website etc. -Look at ways of reducing communication barriers for those with visual impairment or dyslexia.	School community receives information that is accessible to all.	2021/22	All members of the school community are aware of any information that is relevant to them of their child.