



# **Minehead First School**

## **Disability Equality Scheme and Accessibility Plan**

**2020-2023**

Minehead First School promotes high expectations of achievement for all. Children are provided with high quality, personalised learning opportunities so that each child attains well and achieves their potential. We work hard to ensure individual talents, skills are identified and celebrated. We are committed to improving children's confidence and self-esteem through our belief that safe and happy children achieve.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## Objectives

Minehead First School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parent's knowledge of a child's disability and its effect on their ability to carry out everyday activities. The parent's and child's right to confidentiality is respected.

Minehead First School's Accessibility Plan shows how access to the school is provided for disabled pupils, staff and visitors and anticipates the need to make reasonable adjustments to

accommodate their needs where practicable. It is also acknowledged that a full assessment of the school's accessibility arrangements would be necessary as and when new pupils or families with particular disabilities join the school.

The monitoring of the actions outlined in the action plan will be carried out in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

Mrs. S. Spencer  
Deputy Headteacher and SENCo  
September 2020  
Review date: 2023

## **Accessibility Plan**

### **Key Objectives**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

### **Key Principles**

- When performing their duties all staff and governors will have regard to the SEND Code of Practice (2014) and the Equality Act (2010) and in particular Schedule 10 regarding Accessibility.
- Compliance with these requirements is key to all school policies
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have.
- Access to Education means making a full school life accessible to all pupils, including pupils living with disability, including extracurricular activities and events.
- The school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities.
- The school recognises the parents' and child's right to confidentiality.

### **Activity**

#### **a) Education & related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals.

b) **Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) **Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### Curriculum Access

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants.

Area	Recommendation	Impact	Timescale	Responsibility
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year	SENDCO to identify pupils who may need adapted or additional provision.	Provision set in place ready for when the child or children start school.	On-going	SENDCO/ HT/Reception staff
To liaise with educational establishments to prepare for the intake of new children who transfer within year	SENDCo to identify pupils who may need adapted or additional provision	Provision set in place ready for when the child or children start school.	On-going	SENDCO/HT/class teacher
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	Clear collaborative working approaches through regular meetings.	On-going	All staff
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Clear collaborative working approaches through regular meetings.	On-going	All staff
Differentiation in teaching	HT/SENDCo to monitor quality of differentiation and provision for SEND pupils.	Equal curriculum access for all pupils	On-going	All staff
Intervention work	HT/SENDCO to monitor intervention provision for all pupils through half	Equal curriculum access for all pupils	On-going	HT/SENDCo

	termly learning review meetings			
Classrooms organisation	SENDCo to audit classroom space / provision of resources	To promote the participation and independence of all pupils	On-going	All staff
Staff training in supporting pupils with SEND	SENCO to identify training needs. Access CPD as and when necessary	Staff confident and competent to provide a curriculum to meet the needs of all learners.	On-going	HT/SENDCo
School trips & residential visits	Thorough planning and risk assessments to ensure trips / residential visits are accessible for all.	Trips and visits are accessible for all pupils with learning or physical difficulties.	On-going	All staff
School trips & residential visits	Thorough planning and risk assessments to ensure trips / residential visits are accessible for all.	Trips and visits are accessible for all pupils with learning or physical difficulties.	On-going	All staff
Breakfast, after-school club provision and extra-curricular club provision	After-school club staff, HT, staff running clubs to ensure access is available through the provision of appropriate resources and adequate forward planning.	Pupils able to access extended services and participate in school clubs.	On-going	HT/SENDCo
Teaching & learning resources, methods of communication	Teaching staff and SENDCo to ensure use of resources which enable all pupils to fully access the curriculum, e.g. communication systems, visual aids, hearing aids,	Curriculum is fully accessible and meets the needs of all learners	On-going	All staff

	ways in which information is presented.			
<b>Improve the delivery of information to pupils, staff, parents/carers and other members of the school community</b>				
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing	Evidence that appropriate considerations and reasonable adjustments have been made	On-going	HT/SENDCo/ teachers/ Admin staff
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.	On-going	All staff
<b>To improve the physical environment of the school and so increase the extent to which pupils with disability, medical need and other access needs can access education and other associated services</b>				
Improve the physical school environment	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.	On-going	HT/SENDCo/Governors/ WSAT CEO



	accessible facilities and fittings.			
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Continue to develop personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out, including use of Refuge Areas.	As full as possible inclusion for all pupils. Safe evacuation in an emergency.	On-going	HT/SENDCo/Governors/ WSAT CEO

