



Montalbo Nursery and Primary School

Accessibility Plan 2023-2026

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. 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”. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Montalbo Nursery and Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Montalbo Nursery and Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Montalbo Nursery and Primary 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.

4) The Montalbo Nursery and Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Montalbo Nursery and Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior

to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance, Staffing and Premises Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

New plan written September 2023
Review September 2024

2. Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with SEND/EAL**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of information**

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conversations at parents' evening.

Physical Environment

Children with SEND participate in extra-curricular activities. Some aspects of the school day present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs but adaptations have been made to meet particular needs.

The school environment is very accessible with wide corridors, doors and is relatively flat and level. We have accessible toilets for children and adults, discrete changing areas in Nursery, and accessible parking close to the building for staff, parents/carers and visitors.

Curriculum

There are no areas of the curriculum where children with SEND cannot participate. Adjustments are made through adaptations within the lesson, adult supervision or extra resources. These include staff wearing remote microphones for children with hearing impairments or using enlarged texts for children with a visual impairment.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others, should a need be present. Staff are well trained to use PECS for example.

4. Access Audit

The school is one continuous building, with extension work linking two older buildings and making further additions. The building is single story and accessible throughout.

The school has internal emergency signage and escape routes are clearly marked and routes are suitable for wheelchairs. An example of where adjustments could easily be made should the need arise include busy areas like our reception classroom, which has a lot of furniture and resources to enhance the provision. These could be moved and the room could be adjusted more easily. There are a couple of gentle ramps linking areas of different levels and these would need to be considered. The outside space is generally flat with good access all around.

5. Management, coordination and implementation

The Scholl Governors and Senior Leadership Team will consult with experts from the Local Authority/Health Departments when new situations regarding pupils/parents with disabilities arise and make necessary adjustments.

6. Action Plan

Aim 1 To increase the extent to which children with SEND/EAL can participate in the school curriculum.

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.

Short Term Targets

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure staff are well trained to support children with SEND	<p>Ensure staff have the correct information about a child's needs in order to best support children</p> <p>Ensure relevant training equips staff with the skills to best support children</p> <p>SEND time given for SENCO to work with outside agencies and cascade knowledge</p>	Throughout year	<p>Mrs Channell</p> <p>Mr Minikin</p> <p>Mrs Teasdale</p>	Children with SEND/disabilities make good progress from their starting points
Support families in order to help them meet the needs of their child at home	<p>Provide Early Help where issues demand a range of professional advice</p> <p>Attend Team around the Family Meetings to ensure school can support families where necessary</p>	Throughout year	<p>Mrs Channell</p> <p>Mr Minikin</p> <p>Miss Richardson</p>	<p>Families feel well-supported.</p> <p>Children are happy and safe at home.</p>

	<p>Maintain good communication with all families Parents/carers to share all relevant information.</p>			
<p>To work closely with EAL advisers and follow their advice</p>	<p>Book appropriate training for staff</p> <p>Ensure staff have the correct information about a child's needs in order to best support children</p> <p>Ensure relevant training equips staff with the skills to best support children</p> <p>Staff to follow suggested techniques and reflect on practice</p> <p>Work with translators, EAL apps, pictures and other resources to communicate effectively</p>	<p>Throughout year</p>	<p>Mrs Channell Mr Minikin Miss Richardson</p>	<p>Children and families with EAL feel well supported.</p>
<p>Support children with SEND to access swimming sessions in Year 5</p>	<p>Ensure swimming children are aware of specific needs Good communication between our staff and instructors. Purchase resources to support swimming where necessary, eg. Prescription goggles.</p>	<p>Throughout the year</p>	<p>Miss Richardson</p>	<p>All Year 5 children can access swimming lessons successfully</p>

Medium Term Targets

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review progress and attainment of children with SEND	<p>SENCO/Class teacher meetings/Pupil progress. Scrutiny of books/conversations with children</p> <p>Regular liaison with parents/carers</p> <p>Quality first teaching</p> <p>Outstanding support</p> <p>Filter internal tracking</p>	Half termly/termly checks	Mrs Channel Teaching staff	Progress made towards Short Note, Support Plan, ECHP targets. Provision mapping shows clear steps and progress made
To review progress and attainment of children with EAL	<p>Assess progress and attainment through pupil conversations, reading data and book scrutinies</p> <p>Reflect and use assessment to accelerate learners' progress</p>	Half termly/termly checks	Mr Minikin Teaching staff	Children are making progress from their starting points Children working at expected levels
To monitor attendance of children with SEND and EAL	<p>Weekly, half termly and termly monitoring of specific groups of children.</p> <p>Where attendance is a concern or there are barriers to positive attendance, work with parents/carers to</p>	Weekly, half termly and termly analysis	Mr Minikin Mrs Collin Teaching staff	Children with SEND and EAL have similar attendance to their peer (95%+)

	support positive attendance			
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Long Term Targets

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To work through different levels of the Inclusion Quality Mark	<p>Begin with the IQM award, reflecting on the 10 categories</p> <p>Act upon feedback to help meet the IQM</p> <p>Work with all staff/governors/other professionals to ensure high quality provision for children with SEND</p> <p>In subsequent years, look to become IQM Centre for Excellence and IQM Flagship School</p> <p>To support colleagues in other school with best practice</p> <p>Governors to monitor progress towards the IQM award.</p>	<p>IQM 2023-24</p> <p>Other awards planned for subsequent years</p>	<p>Mrs Channell</p> <p>Mr Minikin</p>	<p>School will achieve the IQM award. Children and families will be well supported.</p>

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Short term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure school is accessible for those with mobility difficulties	Widen class 2 door and staffroom door to allow wheelchair access to older areas of school	September 2023	Mr Minikin Governors	Doors allow access for all users.
Ensure corridors, classrooms and communal spaces are suitable for children with SEND	Calm, orderly classrooms Displays ASC friendly Working walls help all learners to learn and remember Walkways are clear and independence promoted through clear signage/expectations Hall	Throughout year	Mr Minikin Mr Hunt Teaching staff	Spaces are accessible and suitable for teaching
Ensure access around the site is good and free from obstacles/trip hazards	Ensure pathways are kept in good order, free from leaves, standing water wherever possible EYFS to ensure areas are tidied at key drop off/pick up points	Throughout year	Mr Minikin Mr Hunt Teaching staff	Outside spaces are as accessible as possible.
Ensure Personal	PEEPS in place at start	Throughout	Mr Minikin	School

<p>Emergency Evacuation Plans (PEEPs) are in place</p>	<p>of academic year and reviewed after evacuation drills. Check new starters and their needs and write new PEEP where necessary Consider staff/visitor needs as appropriate.</p>	<p>the year</p>	<p>Miss Richardson</p>	<p>community can evacuate the building safely</p>
<p>Ensure visits planned are accessible for all</p>	<p>During pre-visit, consider needs of all children/staff Make adaptations as appropriate such as additional adults, rest breaks or appropriate resources.</p>	<p>Throughout the year</p>	<p>Teaching staff</p>	<p>All children will access class visits</p>

Medium Term Target

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Review accessibility to site	In Governors' Governance, check site is well maintained and accessible for all. Consider and plan in remedial work where necessary.	Annually	Governing body	Governors satisfied schools is accessible for all

Long term targets

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Further develop grounds with activities that are accessible for all	When making improvements to the outside space, consider the needs of all children.	2024-2025	Mr Minikin	New developments can be accessed by all
Maintain facilities eg. Lighting, flooring well to ensure provision is accessible for all	Regular monitoring and maintenance cycle.	Ongoing	Mr Minikin Mrs Teasdale	School is well maintained and an appropriate environment for all.

Aim 3: To improve the delivery of information to SEND/EAL pupils and parents.

Short Term Targets

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Parent/carer with Hearing impairment	Regular communication with parents Face to face appointments	Ongoing	All staff	Parents understand information Two way communication in place
Parent/carer with Sight impairment (if applicable)	Regular communication with parents Letters and correspondence available in larger font size/coloured backgrounds Electronic communication allows size to be increased by user Face to face appointments wherever possible	Ongoing	All staff	Parents understand information Two way communication in place
Parent/carer with EAL	Ensure communication is accessible – meet parents/translator to assess need. Translate all documents as appropriate. Encourage translate tool on devices to allow parents to access messages to the whole school community.	Ongoing	All staff	Parents understand information Two way communication in place

<p>Children with visual or hearing impairment</p>	<p>Work with sensory team to ensure all adaptations are made</p> <p>Ensure staff are trained and confident in using equipment and adaptations suggested.</p>	<p>Ongoing</p>	<p>All staff</p>	<p>Children able to access curriculum.</p>
<p>Children with autism</p>	<p>Regular parental communication</p> <p>Individualised multi-sensory teaching strategies used for children with Autism.</p> <p>Individual work stations to be set up if they help the individual</p> <p>Visual timetables created</p> <p>Buy in support from outside agencies</p> <p>Sensory breaks</p>	<p>Ongoing</p>	<p>All staff to be aware</p>	<p>Children able to access curriculum.</p>

Medium Term Targets

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure staff knowledge is strong with regard to communication	<p>Refresher training from the sensory team/speech and language/makaton on strategies to support communication</p> <p>Ensure teaching strategies reflect latest research and best practice</p> <p>Ensure curriculum continues to develop children's vocabulary</p> <p>Ensure the right support is in place for children who have difficulty with communication</p>	September 2024	Mr Minikin Mrs Channell	Children's communication skills are developing well.

Long Term Targets

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Consider new communication apps to share information with parents/carers	<p>Review apps in the field and evaluate strengths/weaknesses.</p> <p>Consider if any are better than current communication methods.</p> <p>Meet with staff from apps to develop greater understanding</p>	September 2025	Mr Minikin Mrs Teasdale Mrs Collin	Two way communication with parents/carers and school is good.