



Middle Rasen
Primary School

Accessibility Audit and Plan

Plan agreed on:	May 2023
Review date:	May 2026

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 will be reviewed every 3 years or where operational needs dictate 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 Middle Rasen Primary School the Plan will be monitored by the Headteacher and evaluated by the Full Governing Body. The current Plan will be appended to this document. At Middle Rasen 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.

Aims:

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

1) The 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. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. 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.

The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The Middle Rasen 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 anticipates the need to make reasonable adjustments to accommodate

their needs where practicable. The Middle Rasen Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes 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 (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- 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;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to 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.

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

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

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy

6) 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.

7) 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. Current good practice We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are some areas of the school to which disabled pupils have limited or no access at the moment; mainly the mobile classroom. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible Curriculum Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments. Information Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Audit

Questions to ask	Response	Issues identified	Barrier to access Yes/No	What sort of issue?	Transfer to Accessibility Plan? Yes/No
1. CULTURE / ETHOS / POLICIES / PRACTICE					
1.1 Is everyone made to feel welcome, including those with physical disabilities or sensory impairments?	Yes				
1.2 Are there high expectations of all pupils?	Yes				
1.3 Do staff, governors and pupils share a philosophy of inclusion?	Yes				
1.4 Are pupils equally valued?	Yes				
1.5 Do staff seek to remove all barriers to learning and participation?	Yes		No	Training	
1.6 Are lessons made accessible to all pupils?	Yes				
1.7 Does school make the best use of T.A.s?	Yes		No	Training	
2. STAFF TRAINING					
2.1 Does the school ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes	On-going			
2.2 Does the school ensure that teachers and T.A.s have the necessary training to teach and support	Yes	On-going			

disabled pupils?					
2.3 Are staff aware of how classrooms should be optimally organized for disabled pupils?	Yes	On-going according to identified needs			
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of pupils' needs and abilities?	Yes	On-going			

Questions to ask	Response	Issues identified	Barrier to access Yes/No	What sort of issue?	Transfer to Accessibility Plan? Yes/No
3. PROVISION OF WRITTEN INFORMATION					
3.1 What provisions are made making information available to all people who may need access to goods, services and facilities?	Information can be provided in large print Parent-teacher appointments can be held via telephone Pupils' work can be sent home for parental viewing or shared through the Class DoJo system		No	On-going awareness of needs issue	
3.2 Is information provided in Braille, large print or on audio tape for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Braille has not been required Large print information can be provided Audio to provide information have not been required				
3.3 Is access provided to computer technology appropriate for students with disabilities?	Yes - liaison with Special Schools and Support Services is vital				
3.4 Does the school ensure that information is presented to groups in a way which is user friendly for pupils with disabilities which affect their vision e.g. by reading aloud overhead projections and describing diagrams?	Yes				
3.5 Does the school have facilities to produce written information in a variety of font sizes?	Yes				
3.6 Does the school make use of RNIB guidelines on producing written information in accessible formats?	No	Information to be sought		Awareness	Yes
3.7 Is the school environment suitable for pupils with hearing impairment?	Yes	Carpets in place No curtains in classrooms Noisy heaters Hall can be noisy at lunch time, alternative arrangements can be made if necessary.	No	Environment	Yes

4. THE PHYSICAL ENVIRONMENT

[all academic, sporting, play, social, facilities]

4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils using wheelchairs?	Yes	No internal access to class 4 or the hall. Rear entrance would need to be used due to steps up to the front entrance. Mobile classroom not accessible due to steps. If there is a class with a need for disabled access we would need to ensure this class was moved to a classroom within the main school building. The only way onto the field without at least one step is through the large gates off the staff carpark.	Yes	Environment	Yes
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Questions to ask	Response	Issues identified	Barrier to access Yes/No	What sort of issue?	Transfer to Accessibility Plan? Yes/No
4.2 Are toilet facilities and showers accessible to wheelchair users?	Yes	Ensure lost property does not encroach on to the floor space. No shower facilities.			
4.3 Are there safe pathways of travel around the school site and parking arrangements?	Yes*	Corridors and doorways are wide and clear. Disabled parking bay is available in the staff car park which can be used by parents on request. Steps leading from fire exit in class 4.	Yes	Physical	Yes
4.4 Is there any décor which may be confusing or disorientating for disabled pupils with visual impairment, e.g. floor and walls the same colour?	No				
4.5 Are there any signs which may be confusing or inadequate, e.g. at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	No			Environment	Yes
4.6 Is there accessible storage to enable disabled pupils to access aids and equipment?	No independent storage for wheelchairs		No	Environment	
4.7 Are there arrangements which might prevent the inclusion of people with disabilities affecting their hearing including rooms with poor acoustics and noisy equipment?	Yes	No curtains in classrooms Class 4 noisy when hall is in use although this is better with the new doors.	Yes	Environment	Yes
4.8 Are there non-visual guides to assist people to use buildings, including changes in surfacing materials, lifts with tactile buttons?	No	Different colour flooring	No		
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	No	Fire alarm is auditory only.		Environment	Yes

ACCESS PLAN – May 2023

Targets	Strategies/Action	Responsible person	Time scale	Goal achieved
Investigate cost for speaker entry to school office from the back entrance.	Back entrance is disabled access but no means of contacting the office – buzzer goes to nursery	SBM	Autumn 2023	
Develop awareness of producing written information in accessible formats	SENCO to contact RNIB www.mib.org.uk 105 Judd Street, London WC1H 9NE	SENCO	Summer 2023	
Wheelchair access to the field	Currently no easy access onto the school field without at least one step. Look at possible solutions.	Caretaker, SBM and HT	By Autumn term 2023	
Improve physical accessibility around school premises	Produce evacuation plan avoiding the steps outside of Class 4 fire exit.	Headteacher Governors LEA funding?	Investigate by end of Autumn 23	

