



Accessibility Plan

Policy Number	APMHS (version 2)
Review Date	June 2020
Owner	Headteacher



Document History

Version	Comments/amendments	Name	Date
1.0	Version 1	Lyndsey Jeffries	September 2018
2.0	Version 2	Lyndsey Jeffries	June 2019

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Head of School at Mountfield Heath School is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Mountfield Heath School Mission Statement

School Ethos & Values

Mountfield Heath School (MHS) aims to meet the social, emotional and educational needs of our pupils and aspire to provide opportunities that are needed to develop their full potential. We ensure that we develop children's spiritual, moral, social and cultural understanding. We promote the fundamental British values of Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths and beliefs.

We are a 'Rights Respecting School' where our children are nurtured and helped to interact with others, displaying the qualities outlined above.

Vision statement

To create a safe, inclusive and nurturing environment where the curriculum is creative, inspirational and relevant to the children's present needs and future aspirations.

Aims

We believe that every child is unique:

Understand that everyone has the opportunity to excel and flourish in their learning

Nurture through respect, honesty and tolerance in a safe and challenging educational environment

Involve children, parents, teachers, governors and the community to ensure that everyone is working in partnership

Quality teaching to help all children achieve their potential

Utilise skills to promote independence and resilience that will secure a positive future for our children

Embrace the principle that every child matters.

Definition (Equality Act 2010)

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

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '**substantial**' means '**more than minor or trivial**'. '**Long-term**' means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three-year period ahead of the next review date. This reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, 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 reinforcing our culture of inclusion, support and awareness within the school. The Mountfield Heath School Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

1. Increase access to the **curriculum** for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are our pupils who do not have a disability; (If a school fails to do this they are in breach of 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 school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.

Curriculum – The Current Position

- MHS data system is available for all staff
- Advanced planning for students based on good information from the placing/funding Local Authority
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)
- High quality IEPs, wellbeing plans and risk assessments
- Providing tiered intervention

- Developing outstanding learning and teaching across the school
- Progress Reviews enables all pupils to discuss their learning
- Using B Squared data to measure the progress and achievement of specific students and set attainable targets with high expectations
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; ‘mind- friendly’ learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc
- Smaller teaching groups
- Development of mutual support and understanding between colleagues in working with pupils with disabilities

Priorities for 2018-19

- To continually assess and evaluate our curriculum to ensure it is accessible for students with disabilities
 - To develop an appropriate sensory garden area within the grounds.
 - To develop our outside learning area to include easily accessible play areas for children of all ages and ability.
 - To encourage students to participate in school council and pupil voice opportunities
 - Retain the level of appropriate access during the new build scheduled for Summer 2019
 - To develop a playground to increase pupils access to high quality play facilities
 - To ensure that pupils, staff and parents are consulted to ensure the development of the Accessibility Plan
2. Improve 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;

Physical Access – The Current Position

The school was sensitively refurbished in summer 2018

In summary the school property meets the following material requirements;

- Level car park with designated disabled space
- Level access from car park to entrance
- Intercom access at front entrance
- Level internal circulation space
- All clear door widths suitable for wheel-chair access
- Compliant toilet facilities.
- All internal areas appropriately lit
- Contrasting door frames and skirting boards.
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Priorities for 2019-20

The forward plan will be developed in response to pupils, staff and other stakeholder’s needs.

The criteria for adapting existing or providing alternative arrangements will be assessed against individual's specific needs. This may include but not be limited to;

- Personal Emergency Evacuation Plans when required
- Provision of adapted and/or alternative workplace furniture, fixtures and fittings to meet individuals needs
- Provision of adapted and/or alternative work equipment and tools to meet individuals needs
- To ensure that classrooms and resources are 'sensory, dyslexia and ASC friendly'
- To review new curriculum

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. 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.

The Accessibility Plan should not be read in isolation and other school policies should be considered, these include (but not limited to);

- Curriculum Policy
- Health & Safety Policy
- School Behaviour Policy
- School Improvement Plan
- School Brochure

3. Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Priorities for 2020 – 2021

- Review of curriculum
- Review of therapeutic provision
- Review of sensory room in new build
- Review of play areas
- Review of visual cues and prompts in classrooms

Written information -The Current Position

- Visual timetables are produced for pupils if necessary
- Class work is carefully differentiated to insure it is in line with pupil ability
- The Accessibility Plan is placed on the website
- Private rooms are available for consultation with Parents/carers
- Newsletters to be completed Half termly in a suitable format

The plan will be monitored through the Health and Safety Committee