



ACCESSIBILITY PLAN POLICY

MAY 2020

Contents

	Page
> 1. Introduction	3
> 2. Legislation and guidance	4
> 3. Disabilities	5
> 4. Monitoring arrangements	6
> 5. Action Plan	7
> Appendices	10
1 Accessibility Audit	10

> 1. Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school respects and embraces individuality. All members of the school community have a right to be equally valued and respected as an individual. The school also recognises and values the diversity within its community, in the knowledge this broadens understanding of the range of values and beliefs. The school community actively promotes understanding and tolerance, seeking to promote a sense of community cohesion and mutual acceptance.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

> 2. Legislation and guidance

This document meets the requirements of **schedule 10 of the Equality Act 2010** and the **Department for Education (DfE) guidance for schools on the Equality Act 2010**. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the **Special Educational Needs and Disability (SEND) Code of Practice**, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

> 3. Current range of known disabilities

The school may have children with a range of disabilities including moderate and specific learning disabilities.

> 4. Monitoring arrangements

This document will be reviewed every three years but may be revised and updated more frequently if necessary.

Date: May 2020

Date of review: May 2021

> 5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Merrywood House's School Accessibility Plan July 2019

Aim	Good practice	Objectives	Actions	Responsibilities	Completion date?	Success criteria
Consistent access to curriculum for all pupils	<ul style="list-style-type: none"> • Individualised/ differentiated curriculum for each pupil • Tailored resources for pupil needs • Resources which include people with SEND's • Progress tracking • Use P Scales to assist in developing learning opportunities for children and also in assessing progress in different subjects • Effective target setting • Frequent curriculum review and analysis to ensure it meets all children's needs • Liaising and collaboration with external agencies • Well trained and highly experienced staff • Enlarged texts in all classrooms 	<ul style="list-style-type: none"> • A devoted and confident teacher and staff team, who can differentiate effectively for children with diverse needs and abilities. • Clear strategies in identifying needs 	<ul style="list-style-type: none"> • Create a document on identification strategies for additional pupil needs. • Frequent training on SEND, particularly SEMH needs and strategies. • Good access for staff CPD. • Liaise with child's previous school/s and members of their network. • Ensure that actions including emergency evacuation procedures, are clear and that staff are capable of carrying them out 	Teacher, Headteacher Consultant, CEO.	Ongoing	<ul style="list-style-type: none"> • High levels of staff confidence in strategies for differentiation and high pupil participation • Evidence of adjustments and record of changes

Aim	Good practice	Objectives	Actions	Responsibilities	Completion date?	Success criteria
Good access to the physical environment	<ul style="list-style-type: none"> • The environment will be adapted to meet the children's needs as required, however the school is not accessible for wheelchair users currently as it is only accessible via steep stairs. • Risk assessments and healthcare plans are created in conjunction with parents and external agencies to ensure appropriate adjustments are made for children with on- going medical conditions • SEND support plans for children with physical needs are to be created alongside their individualised curriculum and targets (in line with their EHCP) 	<ul style="list-style-type: none"> • To include all pupils with physical/sensory needs in all areas of the curriculum, including outside wilderness activities, PE and offsite visits. • The school is aware of the access needs of disable pupils, staff, governors, parent/carers and visitors • To ensure smooth transition in September for children who have specific equipment and Setting arrangements 	<ul style="list-style-type: none"> • Be aware of staff, governor and parent access needs and meet them as appropriate • Arrange meeting to focus on layout of classroom environment and equipment needed to support learning process in individual classrooms 	<ul style="list-style-type: none"> • Be aware of staff, governor and parent access needs and meet as appropriate. • Arrange meeting to focus on layout of classroom environment and equipment needed to support learning process in individual classrooms 	Ongoing	<ul style="list-style-type: none"> • All staff, advisors, children and parents feel confident that their needs are met. • Lessons start on time without frequent delays due to accessibility issues.

Aim	Good practice	Objectives	Actions	Responsibilities	Completion date?	Success criteria
<p>Good delivery of information to children with physical and sensory needs.</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representation • Records passed up to each class teacher via end of year teacher meetings • Annual reviews • Medical forms updated annually for all children • Regular emails to staff with up to date information of health care issues of specific children • Regular parent meetings • Interpreters will be sought if necessary for communicating with parents. 	<ul style="list-style-type: none"> • Frequent reviews of information given to pupils and parents/carers to ensure it is accessible • Frequent reviews of information given to staff to ensure it is accessible and up to date 	<ul style="list-style-type: none"> • School staff to support and help parents to access information and complete school forms • Staff to create appropriate resources for pupils as needed • Staff to arrange meetings with staff members and parents as needed 	<p>All school staff</p>	<p>Ongoing</p>	<p>Different formats to deliver information so that all pupils, parents and carers can access information.</p>

> Appendices

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has two three storeys, most of school on second and third store	N/A	N/A	N/A
Corridor access	Wide and accessible	Corridors to be tidy and free from obstructions	All school staff	Ongoing
Lifts	N/A	N/A	N/A	N/A
Doors	N/A	N/A	N/A	N/A
Parking bays	Ample parking on site	Disabled bay to be identified	Site manager	Ongoing
Entrances	Accessible	Entrances to be tidy and free from obstructions	Site manager	Ongoing
Ramps	N/A	N/A	N/A	N/A
Toilets	N/A	N/A	N/A	N/A
Reception area	N/A	N/A	N/A	N/A
Internal signage	Clear and in place	Ensure signage is maintained	Site manager	Ongoing
Emergency escape routes	Clearly signed and accessible	Ensure signage is maintained	Site manager	Ongoing



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