MORLEY
PRIMARY SCHOOL

Morley Primary School

Accessibility Plan 2024-2027

'This policy has been reviewed on … and has been impact assessed in the light of all other school policies and the Equality Act 2010.'

Headmaster: Tony Taylor

Chair of Governors: Jim Campbell

Last reviewed: May 2024

Policy Review Sheet

Morley Primary School

	Version	Date	Minute No.
Approved by Governors	1	April 16	0133
Reviewed by Governors	2	June 18	618
Reviewed by Governors	3	June 21	06/21.20
Reviewed by Governors	4	May 24	
Reviewed by Governors			
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Morley Primary School Accessibility Plan 2024-2027

Aims

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.

Morley Primary School is an inclusive school which prides itself on its supportive, integrated environment which aims to maximise the self-esteem of all its pupils and enable them to reach their full potential. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and developing a culture of awareness and inclusion.

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.

The Accessibility Plan is drawn up to cover a three year period. It contains relevant actions in three aspects of accessibility:

- Access to the Curriculum – expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability areas equally prepared for life as all others. This covers teaching and learning together with the wider curriculum of the school including after school provision and school visits. It includes the provision of specialist aids and equipment as necessary to support particular pupils' access to the curriculum.
- Physical Environment of the School – this covers reasonable adjustments to the physical environment of the school and physical aids in order to access education.
- Delivery of Written Information to pupils, staff, parents and visitors with disabilities – using various formats for the school website, prospectus etc.

An Access Audit has been carried out by members of the Governing Body in relation to the school's physical environment. Any outstanding items on the access audit may be carried forward to subsequent Accessibility plans.

The plan will be made available online on the school website, and paper copies are available upon request.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Context

Morley Primary School has 84 pupils on roll. There are seven year groups arranged over three classrooms. Class 1 has pupils in Year Groups Reception, One and Two. Class 2 has pupils in Year Groups Three and Four and Class 3 has pupils in Year Groups Five and Six. Pupils can be moved ahead if deemed necessary. The SENCO has responsibility for maintaining and updating the Special Needs Register – support and planning meetings are also held with the school's Educational Psychologist at regular intervals during the year to discuss pupils on the register. Pupils who have an identified Special Need which requires individual specific support over and above usual differentiated classroom planning follow a SEND plan which is written in partnership with the pupils' parents.

The School has wheelchair access through most doors to the school. A disabled toilet and changing area is available for use.

Assessment Procedures

Access to formative and summative assessment procedures are available to all pupils. Anyone with additional needs can, dependent on individual needs, use a laptop, have an amanuensis, a reader, extra time or rest breaks during statutory tests.

Medication

Medication in the form of inhalers is required to be taken by a number of pupils. For Class 1, this is kept in a secure area in a medical cabinet just outside the classroom. For all other children in Class 2 and 3 inhalers are kept in known area within their classroom for quick access. Temporary medication may be administered in accordance with the school Medicine Policy. Medication is kept in the school office or the staff fridge (if required) for the duration of the time it needs to be administered. Pupils who have specific medical needs are made known to all members of staff.

Bullying

We aim to provide a safe and secure environment for all pupils in the school. We treat bullying as a serious matter and have a clear anti-bullying policy and procedures.

Safeguarding

Child protection arrangements are fully in place and reviewed regularly by staff and Governors. The Headmaster (Tony Taylor) is the designated lead for Safeguarding and the Deputy DSLs (Heather Richards and Ruth Neumann)

Pastoral Care

We are a small school with a high adult to child ratio.

Health and Safety

The school has a comprehensive Health and Safety Policy and regular checks are made of the school site by members of staff and Governors.

Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	GOALS ACHIEVED
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Nessy Dyslexia screening in place. • Whole school staff training on dyslexia Additional Maths manipulatives are used to support visual representations	Short Term and Ongoing – Ensure needs of SEND pupils are met Short Term and Ongoing – Maximise all pupils' potential for literacy attainment	Discuss physical mobility with parents Ensure transport is available when needed Discuss vision issues with parents Ensure classroom and outdoor environment meets needs. Continue to children's vocabulary through: For our ASPIRE reading comprehension, children are taught the Owl picture representations linked to each reading skill. Readers, large print, use of iPad voice recorder, adult support are used to support. The reading comprehension develops on from our phonics reading book scheme and teaching.	Headteacher / SENCO Literacy Lead / SENCO	Ongoing with needs 2025	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	GOALS ACHIEVED
	• Additional resources are provided to support children accessing the curriculum – iPads for voice recording of information, additional resources provided on the iPad using the accessibility features where required (voice over and teachers record their own voices).					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Short Term and Ongoing – The needs of all stakeholders are met Medium & Long Term – Improve physical access with fitted ramps and handrails where necessary	Stakeholders reviewed regularly as to specific requirements Fit ramps and handrails where necessary	Headteacher/ Business Manager Headteacher/ Business Manager	Ongoing Sept 26	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	GOALS ACHIEVED
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	Short Term and Ongoing – The needs of all stakeholders are met Medium & Long Term – Introduce other methods if needed	Stakeholders reviewed regularly as to specific requirement Look at introducing Braille, Induction Loops if needed	Headteacher/ SENCO Headteacher/ SENCO	Ongoing Ongoing as needs alter	

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Narrowing the Gaps policy