



**MELLERS PRIMARY SCHOOL  
ACCESSIBILITY PLAN**

**March 2024**

DOCUMENT ORIGINS			
Organisation	Mellers Primary School	Version date	March 2024
Owner	Amanda Dawson	Approved by (If applicable)	FGB
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DOCUMENT VERSION HISTORY		
Revision date	Author of changes	Summary of changes

## Accessibility plan

*Start and end date of plan March 2024 – March 2027*

### **Section 1: Vision statement**

**The Accessibility Policy and Plan are drawn up in compliance with the current legislation and requirements as specified in the Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.**

#### **Purpose of the plan:**

The purpose of this plan is to outline relevant actions which will:

- Ⓜ Improve and maintain access to the physical environment of the school. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Ⓜ Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and culture activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum (e.g. splints etc.)
- Ⓜ Improve and make reasonable adjustments to the delivery of written information to pupils, staff and 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 ways, preferred within a reasonable time frame.

#### **Definition of disability according to the Equality Act 2010**

By definition under the Equality Act 2010, you have a disability if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

*What 'substantial' and 'long-term' mean?*

- Ⓜ 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- Ⓜ 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, e.g. arthritis.

*Progressive conditions*

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

### **School aims and values**

- 🏆 As a school we are committed to providing an accessible environment which values and included 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 towards disabilities and accessibility and to develop awareness of tolerance and inclusion.

### **How the plan links to other documentation and policies?**

- 🏆 This plan links to the SEN Local Offer, the SEND Policy and the SEND report and offer form. Additionally, the Anti-Bullying Policy and Equality Policy will be relevant.
- 🏆 The plan will be available on the school's website at: <https://mellersprimary.co.uk/>
- 🏆 If anyone would like to make a formal complaint the policy and procedure can also be found on the school's website.

### **Training**

- 🏆 We acknowledge that at times there may be a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter, and will address this if and when an issue is apparent.

### **Supporting partnerships to help develop and implement the plan**

- 🏆 If aspects of the plan require partnership or supporting work to develop or implement we will engage with appropriate agencies for example, the Occupational Therapy team and the Nottingham City SEN team.

Our objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- 🏆 Disability Equality
- 🏆 SEND Information Report
- 🏆 Equal Opportunities
- 🏆 Special Educational Needs & Disabilities (SEND) Policy
- 🏆 Local Offer
- 🏆 Safeguarding Policy
- 🏆 Health & Safety Policy
- 🏆 Staff related policies, e.g. risk assessments

Approved by: .....

Date: .....

Next review date: .....

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils

<b>Aim 1: Increase access to the curriculum for pupils with a disability</b>			
<b>Objective</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible</b>
Assess the needs of any child with disabilities when they are admitted	Discussion with parents/carers Seek support and advice from outside agencies if appropriate Assess the capacity of school to provide required support during stay and plays Formulate a risk assessment	As required	School staff
Ensure that all children can participate in off-site visits to support learning wherever possible.	Seek to arrange appropriate transport for individual children as required so they can join their peers with off site visits. Ensure off site learning is taking place in inclusive environments where all children can access the majority of the day.	As required	SLT  Class teachers
Ensure all classrooms have a range of resources to support all children in accessing learning whilst also promoting resilience	Visual timetables in the classroom Use of visuals and size of texts are appropriate Resources readily available such as talking tins, colour over lays, visual supports	As required	Class teachers  Inclusion Team
<b>2027 review:</b>			

<b>Aim 2: Improve and maintain access to the physical environment</b>			
<b>Objective</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible</b>
Assess the needs of any child with disabilities when they are admitted as part of admission meetings	Discussion with parents/carers Seek support and advice from outside agencies if appropriate Assess the capacity of school to provide required support during stay and plays Formulate a risk assessment	As required	School staff
Maintain the fully functional working of any doors and lifts that allow entrance and exit to the school.	The school will ensure any safety checks are carried out regularly to maintain easy access into the buildings.	As Required	Site Manager SLT

Maintain equipment that allows access to accessible toilets and equipment within the medical rooms such as harnesses	Ensure that accessible toilets/medical rooms remain clutter free and tidy to ensure there are no unnecessary dangers to health and safety.	As Required	Site Manger SLT
<b>2027 review:</b>			

<b>Aim 3: Improve the delivery of information to pupils</b>			
<b>Objective</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible</b>
Assess the needs of any child with disabilities when they are admitted	Discussion with parents/carers Seek support and advice from outside agencies if appropriate Assess the capacity of school to provide required support during stay and plays or admission meetings Formulate a risk assessment	As required	School staff
Ensure all information is accessible	Review information on the school website and ensure parents/carers and children are all aware of accessible versions if needed Keep up to date information on Sway for parents as part of weekly newsletter.	As required	SLT  SENDCo
Ensure that all staff have up to date professional knowledge and skills to support children with disabilities	Appropriate CPD available for all staff Induction for new staff Discussions with staff Regular discussions with outside supporting agencies	As required	Inclusion Team
<b>2027 review:</b>			

### Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two story building in KS2 building with access to Year 5 & 6 classrooms, Place2Be rooms and Focus Provision. Single story on KS1 building	None – for access to upstairs lift is accessible and useable in KS2.	NA	NA
Corridor access	Wide corridors with wide singular doors that can be held open to allow wheelchair access. All of these doors have low and mid-level windows.	Ensure corridors remain clutter free and safe for all users.	All staff	As required
Lifts	Lift to upper floor to Year 5 & 6 classrooms, Place2Be rooms and Focus Provision	Ensure it is operational and maintained correctly	Site manager and all staff	As required
Staff room	Workspace, low tables and flat surface door. Has external door for exit.	Continue maintenance of clearance of obstructions	All staff Site manager	As required
Entrances	Single entrance to reception, with two doors under electronic lock with large enough space for wheelchair access between doors. Wheelchair users would need support with opening both doors from office.  Gate on outside of the school to reception automatic door.  Gates to site from Norton Street and alley gate both manually open and are wide enough for wheelchair access (ramp connected to both)	Continue to ensure entrances are accessible and are not blocked.  Maintain automatic gates	All staff  Office staff to monitor reception area.	As required
School doors (KS1 building)	Two handles on doors – lower and upper.	Staff to be vigilant around closing of doors	All staff	As required
Playground outside area	Large playground with accessibility through flat paved surface	Staff to be vigilant that children don't congregate to block accessibility in outdoor areas	All staff	As required
KS1 Hall	Large open hall with open plan from reception area for access	Ensure no blockages prevent access	All staff	As required
KS2 Hall	Large open hall with two accessible doors to outside area and one internal door (wide door for access)	Ensure doors can still be opened	All staff	As required
Toilets	2 accessible toilets in KS2 building. Open plan toilets for other children.  1 accessible toilet with changing table in nursery area	Maintain cleanliness and accessibility to the toilets.  Maintain lift down to nursery area outside toilet.	Site manager  Cleaners	As required

Reception area	Glass fronted, low desk which is accessible to wheelchair users. Large space between main entrance door from outside and door into school.	Office staff to ensure that parents/carers and members of the public do not congregate in the area between the two entrance doors so access is always free.	All staff	As required
Internal signage	Signage shows where toilets are and exits.	Ensure these remain clear, unobstructed and accurate.	Site manager SLT	As required
Emergency escape routes	Escape routes are signed and classes have an allocated space to move to and line up. There is a fire plan/map which is regularly shared and updated if any changes to the building happen. Routes are marked with overhead signs.  Evac Chair in KS2 building for access down the stairs where required.	Continue with regular fire alarm tests to ensure escape routes remain suitable and accessible for all.  Evac Chair to remain open for easy access.  Staff training on how to use Evac Chair.	All staff	As required.
Multi-use games pitch (outside of school)	Gated and tall doors that are under lock and key. Accessible via rubber crumb path within school.	Continue maintenance and to keep gates and doorways clear	All staff	As required