



Accessibility Plan

February 2020

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan.....	5
4. Monitoring arrangements.....	8
5. Links with other policies	8
Appendix 1: Accessibility audit.....	9

1. 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. Our three key duties towards disabled pupils are:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to ensure access to education for disabled students

At Monkseaton Middle School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils varied life experiences and needs. We believe that everyone should be happy, safe and ambitious to reach their learning potential. We provide a fun, engaging and stimulating curriculum that ensures all pupils have the opportunity to do their best. We encourage resilience, collaboration, curiosity and self-worth, providing everyone with the skills they need to fulfill their dreams.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

This means that equality of opportunity must be a reality for our children:

- Girls and boys
- Minority and ethnic faith groups
- Children who need support to learning English as an additional language
- Children with special educational needs
- Gifted and talented children
- Children who are vulnerable

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities

At September 2019:

- asthma
- eczema
- hearing impairment
- genetic syndromes
- allergies – including those requiring Epi-Pens
- heart conditions
- epilepsy
- ASD, including Aspergers
- ADHD
- Diabetes

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs. All people consulted value the ability of the school to cater for the differing needs of pupils.

The main priorities in the school's action plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws upon the expertise of external agencies to provide specialist advice and support
- The SENDCo has an overview of the needs of disabled students
- There are high expectations
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the school
- The school works with partner schools
- Disabled pupils have access to extra-curricular activities

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and school governors.

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. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of</p>	<p>Assess staff training needs on curriculum access</p> <p>Ensure classroom support staff have specific training on disability issues</p> <p>A range of staff are trained to support</p>	<p>Assign CPD for differentiation and recording methods</p> <p>Programme of training and support</p> <p>Dyslexia Support</p> <p>Training on supporting students with EHCP</p> <p>Appropriate training</p>	<p>AHT T&L & SENDCo</p> <p>SENDCo & HLTA</p> <p>SENDCo & HLTA</p>	<p>Ongoing and as required</p>

	<p>all pupils.</p> <p>All pupils have access to the full range of extra-curricular clubs and activities</p>	<p>students with specific medical needs</p>	<p>through the diabetes and school nurses.</p>		
<p>Maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 				
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Use of ICT to meet pupils needs 	<p>Signage is updated in line to support the current school population</p> <p>All students who require ICT are supported in doing so.</p>	<p>Review of signage around the school environment</p> <p>Audit of students who require technology to access curriculum and ensure implementation</p>	<p>SENDCo & HLTA</p> <p>LSA team</p>	
<p>Educational visits to be accessible</p>	<p>All students are planned for to ensure that they are not</p>	<p>All staff to have confidence in</p>	<p>LA guidance and EV Co-ordinator support</p>	<p>SENDCo</p>	

to all	excluded from enrichment opportunities	supporting students with disabilities for out of school or classroom activities	made available to	EV Co-ordinator	
Ensure that information on the website can be enlarged and provided in in different language formats				School IT Staff and Web Support	

4. Monitoring arrangements

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

It will be approved by the Governors every three years.

5. Links with other policies

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

- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting Pupils with Medical Conditions Policy
- Administration of Medicines Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single story for all student areas	Not accessible for staff with physical disabilities. Due to the age of the building, this is not able to be addressed at present		
Corridor access	Single story, wide with double doors on hold-opens			
Lifts	Not in school at present			
Parking bays	Available nearest the building, allocated for disabled users			
Entrances	Main entrance is accessible and compliant with DDA legislation			
Ramps	In place where required			
Toilets	Two disabled access toilets are available			

Reception area	Main entrance is accessible and compliant with DDA legislation			
Internal signage	This is not yet accessible	Braille opportunities to be investigated	SBM	July 2020
Emergency escape routes	These are clearly signposted	Accessibility of signage to be investigated	SBM	July 2020