**Mount Primary Accessibility Plan 2020-21**

*We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in 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.*

1. The Mount Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan has been up-dated to reflect new statutory requirements for the setting of Equality Objectives.

2. The Accessibility Plan is structured to complement and support the School’s Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school’s activity under the Equality Act 2010 and will advise upon the compliance with that duty.

3. We are committed to providing a fully 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 accessibility and to developing a culture of awareness, tolerance and inclusion.

4. Mount Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

* 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.
* Increase access to the **curriculum** for pupils with a disability, expanding 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 cultural activities or school visits. It also covers the provision of specialist **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.
* Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.

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

6. 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.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

* Curriculum
* Equality Policy and objectives
* CPD Strategy
* Health & Safety (including off-site safety)
* Special Educational Needs
* Positive Behaviour & Relationships Policy
* School Improvement Plan
* School Prospectus and Mission Statement
* Equal Opportunities Policy

8. The Accessibility Plan will be published on the school website.

9. The Accessibility Plan will be monitored through the Governing Body Teaching, Learning and Communication Committee.

10. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010.

**Accessibility Plan 2020-21**

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| **Improving Physical Access at Mount Primary** | | | | | | | | |
| **Targets** | | **Strategies** | **Timescale** | | | **Lead** | **Success Criteria** | |
| Ensure all children and parents/carers with accessibility issues or disabilities are fully supported to access our school | | Family with disabilities have a fob for car park  Most suitable room chosen for children with physical disabilities  Pick up arrangements adapted to cater for individuals’ needs | Ongoing | | | LS | Families feel that they are supported and have equal access to the building and that their needs have been taken into account. | |
| **Improving Curriculum at Mount Primary** | | | | | | | | |
| **Targets** | **Strategies** | | | **Timescale** | **Lead** | | | **Success Criteria** |
| Transition between year groups to include advice and support to ensure all children with additional needs are catered for | Transition meeting built in to timetable | | | July 21 | KY | | | All staff fully aware of needs of new children  Additional transition time built in. SEND profiles updated for all children sent to teachers. |
| All out of school activities are planned to ensure the participation of the whole range of pupils. | All out of school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements. Review out of school provision to ensure compliance with legislation. | | | Ongoing | LS/CS | | | Increase access to all school activities for all pupils with specific needs.  No pupils have been excluded from out of school activities – buggies used, taxi etc |
| Classrooms are optimally organised to promote the participation and independence of all pupils. | Review and implement the preferred layout of furniture and equipment to support the learning process in individual classes  Current guidance for 20/21 means tables are in rows - children with accessibility needs or additional needs are placed at the end of a row | | | As required | Class teachers | | | Increase access to National Curriculum |
| Children with sensory needs have access to a range of sensory aids | Class teachers have access to a selection of fidget and sensory toys for children in their classrooms to use | | | Ongoing | LS | | | Increase focus in class for children with ADHD  Children are calmer in class |
| Ensure that provision available at lunchtime caters for the needs of all children | Additional activities linked to need available  Audit of current resources and wish list created  Employment of more lunchtime staff to support provision at lunchtimes. | | | Summer term 2021 | LS/CS | | | Range of activities available to cater for children with physical disabilities  Lunchtimes organised to cater for all children including those with additional needs. |
| Whole school approach to integrating Makaton signing into curriculum | Weekly sign  Register  1 song per half term with signs to be shared remotely  Staff working 1:1 to be aware of relevant signs and use support booklet | | | Summer 2021 | LS | | | Whole school to use Makaton signs. |
| **Improving the Delivery of Written Information at Mount Primary** | | | | | | | | |
| **Targets** | | **Strategies** | | **Timescale** | **Lead** | | | **Success Criteria** |
| Improve the availability of written information in alternative formats | | All documents to be font 12 or larger.  Notify parents that alternative formats can be provided on request – translated, enlarged, coloured paper. | | Ongoing | JK | | | All written information is accessible to all. |