



Mount Primary Accessibility Plan

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 updated 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

Improving Physical Access at Mount Primary				
Targets	Strategies	Timescale	Lead	Success Criteria
Children to consistently walk on left hand side on stairs and outdoor steps.	Arrows on the ground as reminders	Feb 19	KY	Children all walk on the left holding the handrail. <i>This will be relaunched from September – Stand to right and hold on tight.</i>
Ensure children with disabilities fully access the PE curriculum	Training for relevant staff CS to link with Edsential for support Little Sports coaches to be informed of strategies needed	Feb 19	CS/LS	All children with disabilities access PE curriculum <i>All access the curriculum. Work with physio to check PE meets their needs. Children with disabilities also have additional exercises. The Occupational Therapist comes in to school to work with specified children to ensure their physical needs are being met. Manual handling training is planned for 08.02.22 to train 10 staff members to ensure our children with physical needs are supported to fully access the curriculum.</i>
Ensure alternative meeting rooms are made available to those with accessibility issues	Meetings planned in advance to cater for needs of visitors	Ongoing	All staff	Easy access for all for meetings at Mount. <i>Meeting rooms cater for needs of group accordingly.</i>
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 19	KY	All staff fully aware of needs of new children <i>Additional transition time built in. SEND profiles updated for all children sent to teachers.</i>
Training for staff in supporting children with Autistic	All staff trained in how to support these children in	Summer Term	LS	All staff have a deeper understanding of how to cater for specific needs within their class. Children with ASD are fully integrated in all aspects of school life.



<p>Spectrum Disorder and other specific learning difficulties</p>	<p>the classroom. Audit SEN training needs.</p>			<p>3 staff meeting from ASC team. All teachers and TAs attended training. ADHD foundation support to be planned for 2019-20.</p> <p>Through the ADHD foundation, we have also offered the following parenting webinars:</p> <ul style="list-style-type: none"> ● ADHD ● ASC ● Generic behaviour <p>23 families applied for places on these workshops.</p> <p>All staff have read chapter 6 (school section) of the SEND code of practice (2014) so are aware of the action that mainstream schools should take to meet their duties in relation to identifying and supporting all children with special educational needs.</p> <p>There are now 10 qualified mental health first aiders, qualified in either children's or adult mental health.</p> <p>All teachers have been given information about any of their pupils who have special educational needs and the SENDCo continually supports staff with information and guidance. Staff take responsibility for updating their class provision map (overseen by SENDCo) based on their knowledge of the child, information shared from the SENDCo and information shared from parents. Depending on their special educational needs, some children on the SEN register have a pupil profile which details how best to support them and additional support plan with specific outcomes.</p> <p>The school's SENDCo is a qualified teacher and has completed the National SENDCo Qualification with merit – this is a post graduate certificate.</p> <p>Staff have received the following training:</p>
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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.	March	LS/CS	<p>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</p> <table border="1"> <thead> <tr> <th colspan="4">Number and percentage of children with SEND attending extra-curricular clubs</th> </tr> <tr> <th>Autumn term 2021/22</th> <th>Autumn percentage</th> <th>SEND</th> <th>SEND %</th> </tr> </thead> <tbody> <tr> <td>Foundation 2</td> <td>0</td> <td>0</td> <td></td> </tr> <tr> <td>Year 1</td> <td>29</td> <td>3</td> <td>50%</td> </tr> <tr> <td>Year 2</td> <td>21</td> <td>1</td> <td>20%</td> </tr> <tr> <td>Year 3</td> <td>31</td> <td>7</td> <td>77.70%</td> </tr> <tr> <td>Year 4</td> <td>18</td> <td>1</td> <td>17%</td> </tr> <tr> <td>Year 5</td> <td>14</td> <td>1</td> <td>11%</td> </tr> <tr> <td>Year 6</td> <td>40</td> <td>5</td> <td>55.50%</td> </tr> <tr> <td>Whole School</td> <td>153</td> <td>18</td> <td>33%</td> </tr> </tbody> </table>	Number and percentage of children with SEND attending extra-curricular clubs				Autumn term 2021/22	Autumn percentage	SEND	SEND %	Foundation 2	0	0		Year 1	29	3	50%	Year 2	21	1	20%	Year 3	31	7	77.70%	Year 4	18	1	17%	Year 5	14	1	11%	Year 6	40	5	55.50%	Whole School	153	18	33%
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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.	As required	Class teachers	<p>Increase access to National Curriculum This is ongoing and work on learning environments is a priority for 2019. Sensory resources are being ordered to cater for children with sensory needs. Jan 2022 – weighted blanket and sensory tent now used across school. Fidget toys used for specific children. Action: order sensory sack and compression vests. We make the following adaptations to ensure the needs of our pupils with special educational needs are met effectively:</p> <ul style="list-style-type: none"> Differentiating our curriculum to ensure all pupils can access it. Pupils may be given different tasks or goals, have them presented 																																								



			<p>in different ways or have more adult support in the lesson.</p> <ul style="list-style-type: none">● Different grouping arrangements, perhaps working in a small group with pupils with similar needs● Having an adult work on a one-to-one basis with a pupil for a while.● Adapting our resources by making them clearer or more simplified.● Using recommended aids: such as coloured overlays or coloured books and worksheets for some pupils with dyslexia; visual timetables for pupils who will benefit from the predictability of being able to see what's going to happen next; larger fonts and the use of specialist equipment such as pencil grips or writing slopes that change the writing position for a child; lap-tops; voice recorders and assistive technology such as 'Clicker 8' and 'Proloquo'.● Adapting our teaching, for example, giving longer processing times for those who need it, pre-teaching key vocabulary so the pupil can hit the ground running in the actual lesson, and breaking down instructions into smaller steps so pupils understand these more easily. <p>We can apply to make special arrangements for some pupils with special educational needs when they sit national tests or secondary school entrance exams. We do this when it is in their best interests. This could include additional time, coloured paper or having someone else scribe for them.</p> <p>Our school building is fully wheelchair accessible and is on two levels with a lift in the centre of the school. Designated disabled parking spaces are marked in the school grounds. There are accessible changing and toilet facilities on the ground and the first floor. Where there are steps to the playground there is also a ramp.</p> <p>We have resources that have been selected with our special needs pupils in mind. For example, labelled trays with pictures as well as words, large letters on keyboards, different colour</p>
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				<p>papers and overlays for those with dyslexia and different height desks for pupils using wheelchairs. Visual resources, such as visual timetables are used to help as well.</p> <p>A few pupils have personal evacuation plans because of mobility problems.</p>
Ensure that provision available to lunchtime caters for the needs of all children	Additional activities linked to need available Audit of current resources and wish list created	January	LS/CS/JA	<p>Range of activities available to cater for children with physical disabilities</p> <p>Children allocated to named adults at lunchtime.</p> <p>TA support in place for children with disabilities and they are responsive to their needs.</p>
Whole school approach to integrating Makaton signing into curriculum	Weekly sign Register Assembly 1 song per half term with signs Staff working 1:1 to be aware of relevant signs and use support booklet	January onwards	LS	<p>Whole school to use Makaton signs.</p> <p>Spring 2 and summer 1 – sign of the week. Child who signs moving schools.</p> <p>Actions: reintroduce this in Spring 2.</p>

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,	Ongoing	HJ	<p>All written information is accessible to all.</p> <p>This is available on request. Majority of information sent out electronically.</p> <p>School has links with the MEAS team, should translations be necessary or an interpreter be required.</p>



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