



Matchborough First School Academy

Accessibility Plan 2022-2025

For pupils with a disability and or other need

Author of policy: Sophie Bird

Date approved by Governors: September 2022

Date of renewal: September 2025

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Headteacher: Lynn Briers SENDCo: Sophie Bird

Governor:

Aims:

The Public Sector Equality Duty (PSED) has three main elements. In carrying out their functions, public bodies must have “**due regard**” to the need to

- **Eliminate discrimination**
- **Advance equality of opportunity**
- **Foster good relations**

School Environment

Matchborough First School Academy was built in 2003 with access for children with physical disabilities in mind. It is a three form entry school and has children from 3-9 years of age. The school has a varied socio-economic intake with the majority of parents not having access to a car. The school hosts an 11 place Language Unit and a Nursery with capacity for 26 FTE children.

The school building is on one level with easy access for pupils’ with a physical disability, access for wheelchair users and a disabled parental parking space. The school has two bathroom management areas which contain moving beds and toilet facilities as well as two further disabled toilets. All classrooms and door widths are wide enough for wheelchair access.

The school believes that it follows inclusive practise and diversity throughout and aims to cater for all needs and constantly strives to monitor and improve inclusion for all in partnership with children, parents, staff and Governors. Advice from outside professionals and a multi-professional approach is sought whenever appropriate. The school aims to enable all to feel free to disclose their disability and to participate fully in school. The achievement of disabled pupils is monitored and data will be used to raise standards and ensure inclusive education. At Matchborough First School Academy it is believed that diversity is a strength which should be respected and celebrated by all those who teach, learn and visit.

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Definition of Disability: under the Equality Act 2010

You're disabled under the Equality Act 2010 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. <https://www.gov.uk/definition-of-disability-under-equality-act-2010> updated site 2016

Information on disability equality is part of our data collection and evidence for the self-evaluation process. This information will be used to update the access plan appropriately.

SEND Code of Practice 2014 0-25 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Areas of SEN area:

- Communication and Interaction
- Cognition and learning
- Physical/sensory disability
- Social, emotional and mental health

The Code of Practice states:-

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. They may have SEN support or an EHCP to support them.



An access plan extends to all those with protected characteristics which makes it unlawful to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

Within school this plan runs alongside a variety of policies and plans which support access for all.

At Matchborough First School Academy, we will ensure that the school eliminates discrimination, bullying and, or harassment with actions taken to address them if they are evident.

Plan 2022 - 2025

Target	Strategies	Time Scale	Responsibility	Success Criteria
The Physical Environment				
Provide access for children attending residential and extra-curricular activities and school trips	Pre-visits; risk assessments; suitable activities; assessing sleeping. Toileting and washing facilities; minimising anxieties; increased staffing; thorough risk assessments. Appropriate and accessible transport	October 2022-January 2026	SENDCo Lead; Physical Disabilities Outreach Team; Deputy head and Class teachers; Parents; Children	Individuals' are able to fully partake in specified activities

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	sourced			
Provide emergency evacuation plans and procedures are fully in place	Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying	As and when required	SENDCo Lead; Physical Disabilities Outreach Team; Deputy head and Class teachers; Support staff; Parents; Children	
The School Curriculum				
To identify pupils who may need adapted or additional provision	To liaise with pre-school providers to prepare for the new intake of children into early years each year	Summer term annually	Assistant Head EYFS, SENDCo & Headteacher	Provision set in place ready for when the child/children start school, if possible
Increased confidence in delivering the curriculum supporting a variety of needs through high quality differentiation	Create a dyslexia friendly environment; raise awareness of dyspraxia and the need to support fine and gross motor skills; increased awareness of sensory needs; support communication through visual contexts and sign - along; explore training in complex communication needs. Supportive resources	Ongoing	SENDCo Lead; Senior Leadership Team; Professional support form, LST, OT, SaLT, Physical Disabilities Outreach Team	Planning and lessons show evidence of differentiation within the curriculum to support those with a variety of needs
Confident use of ICT and other augmentative tools are used to support learning	Literacy and Numeracy skills are enhanced by use of appropriate and updated ICT and support	Ongoing	SENDCo Lead; ICT Co-ordinator; Physical Disabilities Outreach Team	Use of ICT to support learning and recording

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	materials which enable greater access and independence to the curriculum			
Ensure that children with hearing and visual impairment are supported	Training; sign-along; appropriate sized texts and use of hearing supported classroom environments; Visuals/worksheets in classrooms are enlarged as required	Ongoing updates for staff	SENDCo Lead. Professional support	Full access to the curriculum
Children with English as a second language	EAL support; access to professional services; dual language texts and support where appropriate and training	Ongoing	SENDCo Lead and EAL Lead	Assessment and progress monitored and analysed
Children with medical needs	Medical register; Care plans; specific support; risk assessments; consultation and multi-agency support	As and when appropriate	Family Support Worker; SENDCo and class teacher	Inclusive practise with adaptions and evidenced appropriately on planning
Children's Voice				
Children have a say in their support, how their disability is handled and have the opportunity to be independent	Care-plans; provision maps and passports; reviews; use of equipment; support for safeguarding and bullying; representation on school	Ongoing	SENDCo, Children, Teachers, Support staff	Reports, reviews Pupil's voices are heard and are clear

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	council and as class leaders			
Adult Support				
Equality access for recruitment, retention and training	Applications; interview; CPD	As appropriate	Headteacher	Confident, happy staff
Parent/Carer support and communication	Access within the building; website and use of translations; parking access; support with paperwork; involvement at all times in pupils' education and progress through provision maps, care plans	As appropriate	SENDco Lead; Family Support Worker	As required

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