



*“Nurturing Life-Long Learning”*

# Accessibility Plan

Adopted by Governing Body:	4.2023
Review Date:	4.2026



## **Morgans Primary School Accessibility Plan 2023 - 2026**

### **1.0 Introduction**

1.1 It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation”.

1.2 According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

1.3 The Full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

1.4 Morgans School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

1.5 The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

1.6 Morgans School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

### **2.0 The Physical Environment**

2.1 The Accessibility Plan includes measures to improve access to the physical environment of the school as necessary. This may involve making reasonable adjustments to the school and providing aids to assist access where appropriate.

### **3.0 Curriculum**

3.1 The Plan also includes measures to increase access to the curriculum for children with disabilities to ensure that they are equally prepared for life as children without disabilities. As well as teaching and learning this includes access to the wider curriculum such as access to after school clubs and participation in school visits. This may involve the provision of specialist aids and equipment where necessary.

### **4.0 Written Information**

4.1 The Plan also includes measures to improve and make reasonable adjustments to the delivery of written information relating to the school and school events

### **5.0 The Current Range of Disabilities within Morgans School**

5.1 The school has children with a limited range of disabilities, of which the staff and governors are fully aware. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parent.

5.2 We have a few children who have asthma and some children with allergies or food intolerances, some of these are serious and require Epipens to be kept on site.

5.3 All staff are Level 1 First Aid trained. Morgans has competent First Aiders, and nominated Paediatric First Aiders as well as nominated First Aid in the workplace First Aiders, who hold current First Aid certificates.

5.4 All medication is kept in either the office, in the classroom or in the First Aid area outside the staffroom (Mandeville building). It is kept in a secure place which is easily accessible for First Aiders and staff members. Administration of prescribed Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Over the counter Medication will not be administered by school staff. Parents are asked to make arrangements with the School Office staff to organise a mutually agreed time at the discretion of the Headteacher.

### **6.0 Review of the Plan**

6.1 The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2023.

## Morgans Primary School - Accessibility Plan 2023-2026

Targets	Strategies	Outcome	Responsible	Time Frame
<b>EQUALITY AND INCLUSION</b>				
To ensure that the Accessibility plan is annually reviewed by FGB.	Clerk to the Governing Body to add to the agenda as required.	Plan reviewed. Legislation adhered to.	Headteacher	Annual
To improve staff awareness of disability issues.	Review training needs. Provide training as necessary or appropriate.	Disability issues are identified and addressed by all staff.	Headteacher	On-going
To insure all policies, where necessary, consider the implications of disability access.	During natural review of policies, consider and include measures to address disability access.	Policies are fully inclusive of issues related to disability and reflect current legislation.	Headteacher Governors	On-going as part of policy review.
To ensure pupil receiving treatment from serious medical condition has access to teaching and the curriculum when at home and has minimal risk of contracting infections.	Liaise with parent and hospital outreach to ensure a teaching program is in place. Parents of other pupils to be reminded to inform school of any illness or infections in their children.	Child continues to access curriculum and recovery is not slowed down by infection from other pupils.	Headteacher	On-going
<b>WRITTEN/OTHER INFORMATION</b>				
To ensure that all parents and other members of the school community can access necessary information	Written information will be provided in alternative formats as necessary.	Parents with particular needs will have the same access to information as other parents.	SENCO School Administrators	As necessary
To ensure that parents who are unable to attend school because of disabilities can access parents evening.	Staff to hold parents evening by remotely where necessary, or send home written information.	Parents with particular needs will be informed of the children's progress.	Headteacher Class teachers	Termly

Targets	Strategies	Outcome	Who is Responsible	Time Frame
<b>PHYSICAL ENVIRONMENT</b>				
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors.  Suggested actions to be implemented.	Access to all areas will be improved.	Headteacher  SBM  Governors	Agenda item for Safeguarding meeting.
<b>CURRICULUM</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCO to review the needs of children and provide training for staff as needed.	Staff have knowledge of how to enable all children to access the curriculum.	Headteacher  SENCO	On-going
To ensure all children can access all out of school activities.	A real commitment to inclusion of all children in all activities and events.	All providers of out of school education will comply with legislation to ensure that the needs of all children are met.	Class teachers  SLT  Trip or activity organisers	On-going
To provide specialist equipment to promote participation in learning by all children.	Assess the needs of the children in each class and provide equipment as needed.	All children will be able to work as independently as is possible.	Class teacher  SENCO	Review as part of IEP
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice. Additional time, use of equipment, and special access arrangements will be applied as necessary.	Barriers to success will be reduced as far as possible enabling children to succeed with testing.	Headteacher  Class teachers	Annual