

Mickle Trafford Village School



We care, we learn, we belong

Accessibility Policy and Plan

Date of policy	Spring 2022
Date for Review	Spring 2025
Signed Headteacher	
Signed Chair of Governors	
Date policy approved by School Governing Body:	

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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 all stakeholders.

Mickle Trafford Village School is an inclusive school and aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia
- Long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.

All actions will be carried out within a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

We Care, We Learn, We Belong

This vision statement guides all that we strive for at Mickle Trafford Village School. We are committed to being lifelong learners who care about everyone in our school community. We strive

to provide a nurturing environment in which every member of our school community feels as if they belong and where they are enabled to grow and succeed.

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.

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.

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.

Targets	Strategies	Timescales	Responsibility	Monitoring	Success Criteria
Curriculum - Ensure equal access to the curriculum to all					
The curriculum is adapted and differentiated to meet the needs of all pupils.	<p>Lessons are differentiated to offer tasks and resources that are 'different from' or 'additional to' in order to meet the needs of all pupils.</p> <p>Lessons are ambitious for all children.</p>	Ongoing, long term target.	All class teachers	Subject leaders in all areas to monitor through learning walks, planning and book monitoring.	In all classes, lessons are differentiated appropriately with careful consideration of the additional needs of the children in the class.
Progress is being made by all pupils across the school.	<p>Data is analysed to ensure all pupils are making progress. Data analysis is used to highlight pupils who have inequality of achievement.</p> <p>Cohort trackers are kept up to date by class teachers to ensure maximum effectiveness and consistent review of intervention and provision.</p> <p>SEND profiles are kept up to</p>	Ongoing, long term target.	All class teachers Subject leaders SENCO SLT	<p>Class teachers, Subject leaders, SENCO and SLT to monitor data and analyse particular groups after each assessment cycle.</p> <p>Termly data reports are shared at Governors meetings</p>	<p>Pupils in all groups make progress across the curriculum.</p> <p>Actions are put into place for any pupils who are not making the expected progress.</p>

	date by class teachers to ensure pupils with SEND receive personalised provision which is evaluated on a termly basis or more often.				
Increased awareness for all staff of the needs of children with SEND	<p>Whole school training provided for all staff for the needs of pupils in school. A specific focus on Communication and Interaction</p> <p>All staff aware of the needs of their cohort.</p> <p>All staff aware of the needs of specific children across the school through termly SEND specific staff meetings.</p>	Medium Term	SENCO	SENCO to ensure that training has been provided and that key information has been disseminated across the school for all staff.	Staff are trained to ensure that good practice for children with Communication and Interaction needs are used effectively and consistently across school.
All pupils are able to access the curriculum.	<p>Additional financial support to be sought for pupils to ensure that all pupils can access the curriculum.</p> <p>Resources are used to maximise the ability so pupils access the curriculum. These resources may include, visual timetables, prompt sheets, visual and hearing support, brain breaks and subject specific resources.</p>	Ongoing, long term target.	All class teachers	Monitored by SENCO and curriculum leaders.	The resources and support that is provided enable all pupils to access and achieve in the curriculum.
Pupils with English as an Additional Language (EAL)	Any child with EAL receives appropriate support	Short Term, ongoing	All Class Teachers	Monitored by Teachers	Pupils with EAL make progress across the

are planned for and supported.	through resourcing and staffing in order to ensure that they access the curriculum and make progress.		SLT		curriculum and are integrated well within the class.
All pupils have equal opportunity to take part in the wider school and extra-curricular activities	All pupils are given equal and fair opportunities across the school, such as School Council, extra-curricular activities, sporting events.	Ongoing, long term	All Staff	Monitored by SLT, PE Lead and SENCO	Pupils with SEND are fairly represented in all aspects of the wider school.

Targets	Strategies	Timescales	Responsibility	Monitoring	Success Criteria
Building Design – Access to the physical environment is adapted to suit the needs of all pupils.					
Access needs are taken into account for pupils, staff, governors and visitors with additional needs.	<p>Designated disabled parking</p> <p>Adapted work practice to accommodate adults' additional needs as necessary – including work space and integration with children</p> <p>Advice from outside agencies is sought when required.</p> <p>The environment is adapted to the needs of adults and pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Additional adult support for children to move 	Ongoing, long term	<p>Site Maintenance</p> <p>Governors</p> <p>Class Teachers</p> <p>SLT</p> <p>SENCO</p>	<p>Governors</p> <p>SENCO</p> <p>SLT</p>	<p>The building is fit for purpose and physical adaptations have taken place to accommodate the needs of the pupils. Reasonable adjustments have been made when necessary to meet need.</p> <p>Appropriate plans in place for disabled pupils and all staff are aware of pupils needs</p> <p>All staff and governors feel confident their needs are met. Parents have full access to all school</p>

	<p>around school</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Removal hazards – tidy cloakrooms etc. • Disabled toilets / adapted toilets with additional rails • Specialised / adapted classroom furniture and equipment purchased in line with professional advice • Classrooms designed to support ASD needs – egg chairs/ quiet areas / workstations etc. • Risk Assessments and access plans for pupils with SEND are completed when necessary. <p><i>Named children and adults on fire evacuation policy are given direct support (PEEPS)</i></p>				<p>activities.</p> <p>Access issues do not influence recruitment and retention.</p> <p>Visually impaired people feel safe and secure in the school grounds</p> <p>All disabled staff, pupils and visitors have safe independent exit from the school</p> <p>All children have equal access to the curriculum.</p>
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Targets	Strategies	Timescales	Responsibility	Monitoring	Success Criteria
Communication – Improve the delivery of information to service users and pupils with a disability					
Information is presented clearly to all stakeholders.	Identified children have access to specific resources which communicates information clearly, for example, visual timetables, coloured overlays.	Ongoing	Class Teachers	SENCO	All pupils have the resources available to them which enables them to understand key information.
	Seating plans and assembly positions are taken into account so that all pupils can access the same level of information. E.g. pupils with hearing or visual disabilities.	Ongoing	Class Teachers	SLT, SENCO	All pupils are able to access the learning from their positions in the class.
	Communication between school and home is emailed and put onto the school website. Hard copies are available in school and provided for people who require them. Letters and newsletters are written in clear print and in 'simple' English so that all can access. Google translate is used to translate documents to support EAL parents	Ongoing	Office Staff	Head Teacher	Parents are able to access the information in many formats.

	Staff meeting notes are taken and shared with staff if they are unable to attend.	Weekly	Teachers	Head Teacher	Staff are kept up to date with current issues and professional development in school.
	Twitter is used to communicate events when necessary in order to share information with the wider school.	Ongoing	All Staff	Computing Lead	All stakeholders are aware of the school Twitter feed and can access it to find out about key events in school.
	The school office will offer support and help parents to access information and complete forms.	Ongoing	Office Staff	Head Teacher	All parents will be able to access and complete forms accurately.
	The school website will be accessible to all, with clear organisation and access to all forms.	Ongoing	Office Staff Computing Lead	Computing Lead & Governor	The website will meet the statutory requirements and will be clearly designed and kept up to date.

	All SEND paperwork is appropriately written in 'simple' English where possible. Meetings are organised to discuss certain paperwork and support is offered to parents to understand outside agency paperwork.	Ongoing	Class Teachers	SENCO	SEND Profiles will be comprehensible to all and explained in further detail every term.
	Parents are engaged in their children's learning and outcomes throughout the year through parent's evenings, reports and additional meetings if necessary.	Ongoing (3 times per year)	Class Teachers	Head Teacher	All parents will be made aware of their child's academic and social progress throughout the year.