



Accessibility Plan

**Written on April 2025 and to be reviewed on April 2027
(or sooner if legislation changes)**

Please read in conjunction with the SEND and Disabilities Policy and the Single Equality Scheme.

Introduction

The SEN and Disability Act 2010 extended the Disability Discrimination Act 1995 (DDA) to cover education. Monkhouse Primary School has three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to ensure access to education for disabled pupils.

This plan sets out the proposals of the Governing Body at Monkhouse Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA. The Accessibility Plan will contain relevant and timely actions to:

1. Increase the extent to which disabled pupils can participate in the curriculum;
2. Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan. The plan will be reviewed annually.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability 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 carry out normal day to day activities.'

The definition includes people with: Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health Issues, Incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy and Sickle Cell Anaemia. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Our Vision, Values and Aims

At Monkhouse we believe all children will be **ambitious, courageous, resilient, respectful and kind** so that they fulfil their unique potential and become active members of the wider global community.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our pupils:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs and disabilities;
- gifted and talented children;
- children who are vulnerable.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Accessibility Action Plan

1. Access to the curriculum

Target	Actions	Success criteria	Lead Person	Timescale
Increase confidence of all staff in differentiating the curriculum.	Staff CPD to share and disseminate good practice and updates. Staff to provide suitable adaptations and resources to meet needs. Liaise with appropriate outside agencies.	Raised staff confidence in strategies for differentiation and increased pupil participation. Adaptations appropriate to need are in place including the use of IT.	SENCo, E-learning lead, SLT and subject leaders	Ongoing and as required.
Ensure staff have access to specific training on disability issues.	Staff CPD to share and disseminate good practice and updates. Training sessions delivered from outside agencies or online training.	Staff are able to identify needs. Pupils are appropriately supported in lessons and interventions.	SENCO and SLT	Ongoing and as required.
SEND support plans to clearly identify how needs are being met.	SENCO attend appropriate training. Support plans monitored.	Pupils' needs will be reflected in support plans. Assess, plan, do, review will be	SENCO and teaching staff.	Ongoing and as required.

	Teachers supported to write plans.	clear. Parents and pupils consulted.		
Educational Visits and extra curricular activities to be accessible to all.	Teachers plan for access to educational visits using LA and school guidance. Complete appropriate risk assessments.	All pupils with disabilities are able to access school trips and have access to extracurricular activities.	Educational Visit Coordinator. Extra curricular activity Lead.	Ongoing and as required.
School environment adapted to support needs of pupils.	Breakout spaces set up and appropriately resourced to allow for regulation breaks when needed	Children experiencing dysregulation are supported to re-regulate and rejoin learning appropriately	SENCO and teaching staff.	Ongoing and as required.

2. Physical Environment

Monkhouse Primary School was built as a separate infant and junior school in 1954 and is on several different levels across the site with 5 of the main classrooms on the second floor of a two storey main building. The school does not have a lift. There is wheelchair access to the main school office area, main hall and 3 of the 4 external doors from the main school yard into school. The reception class and one other classroom are directly accessible to wheelchair users. Nursery and Year one classroom can be accessible to wheelchair users through the reception classroom. All internal doors on the main floor are set at a width to accommodate wheelchairs. There is one accessible toilet, situated next to the Reception classroom and the single accessible classroom on the ground floor. The school car park has one disabled parking bay. Personal evacuation plans are in place for those pupils who need them.

Where pupils have a physical disability, staff liaise with services such as The Sensory Team, Physiotherapy and Occupational Therapy to consider and make any necessary adaptations.

3. Delivery of Information

Target	Actions	Success criteria	Lead Person	Timescale
Ensure that information on the website is accessible.	For school to make use of services available through the LEA for converting written information into alternative formats. Ensure this is explained on the website.	All parents will know that if necessary, information can be presented to them in alternative formats. All parents will be well informed of school information.	SENCo and Office admin	Ongoing and as required.