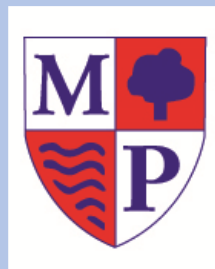


Mersey Park Primary School

Accessibility Plan 2024-2027



Approved by Governors: January 2024

Next review date: January 2027

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 pupils with disabilities can **participate in the curriculum**

Improve the **physical environment** of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Improve the availability of **accessible information** to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school values are **Be Nice, Work Hard and Never Give Up**.

As a school we have the following aims within our mission statement:

Work in partnership with our families to foster a supportive environment that will teach all learners to be resilient and understand that there is no limit to their learning.

Engage all learners in a creative, fun and challenging curriculum that equips them with adaptable skills for their futures.

Encourage children to make decisions for themselves and acquire the skills to become confident, independent learners.

Equip all learners with the life skills to enable them to be responsible for their future health and well-being.

Encourage all learners to be aware of global, national and local issues and give them the means to become responsible citizens.

Celebrate each other's differences, respect the ways in which we are unique and treat everyone with good manners and consideration.

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.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Mersey Park Primary School - Accessibility Plan 2024-2027

Be Nice, Work Hard, Never Give Up



Ofsted have described Mersey Park Primary as an Outstanding school. In the latest report they said:

“Leaders use their precise understanding of the needs of each pupil to refine and adapt learning to ensure pupils with special educational needs and/ or disabilities (SEND) make the best possible progress.”

Mersey Park Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

We have created an accessibility action plan. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Contextual Information

Mersey Park Primary School was built in 1906. It is a school made up of two buildings. One building is for Foundation Stage and Key Stage 1 children and is a single storey building. This building has been extended at the front, side and back and includes a nursery with its own entrances. Access to the two Year 2 classrooms has been improved due to a new extension with doors straight into the classes from the playground. Foundation 2 has also been altered to include an entrance to the front of the classroom.

The second building is a two-storey building and is for Key Stage 2 and administrative staff. It includes an attached house that used to belong to the school caretaker. Upstairs of the main building is accessed by two sets of staircases, one at each end of the building. This building was extended in 2020, creating 4 new classrooms and a lift.

The table below sets out how the school will achieve our aims.

Curriculum

Continually improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes.

All children have always had access to arrange of after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Target	Current Good Practice	Actions	Timescale	Responsibility	Success Criteria
To provide more staff training to meet special needs	All staff trained in ADHD and ASC- actions in place following training Pupil Mentor is ELSA trained New SENDCOs in place- September 2023 and attend all relevant training Member of staff trained in curriculum adaptation for Special Needs and Disabilities.	Service Level Agreement with ADHD Foundation to offer a variety of training events throughout the year Links with Ellery Park school and Ganneys Meadow for advice regarding support for younger children and appropriate provision Offer training to Governors regarding curriculum adaptations for SEND	All training to be arranged termly as needs arise	MT/SENDCos/RT	All children able to access all areas of the curriculum and work towards attaining age related expectation
All pupils are able to access the curriculum and make good progress	Mental Health support in place through MHST and alternative provision Rebecca Pearson Speech and Language support Subject Specialists Jigsaw PSHE, My Happy Mind Programme and No Outsiders	Commission partnerships where necessary e.g. Speech and Language, SEN provision, MHST Curriculum adaptations to be made in all subject areas- new SEND role Introduce Think Equal Programme in Foundation Stage	As required 2024-2025 January 2024	MT/SENDCo JB/TD/AMG	All children able to access all areas of the curriculum and work towards attaining age related expectation All pupils feel confident in school and part of the school community
All staff aware of curricular needs of individual pupils regarding specialist equipment	Key staff aware of needs of children they work with and use current equipment or purchase new as necessary	Training in specialist equipment for all once highlighted as needed IT hardware or software installed as necessary	Inset with whole staff as required		All children able to access all areas of the curriculum and work towards attaining age related expectation
Ensure P.E continues	P.E. kits provided for all	Liaise with external agencies and	As required	KD/SENDCo	

to be accessible to all	children and washed in school Specialist equipment purchased as necessary	sports coaches regarding specialist equipment needed to include all pupils			
All out of school activities planned to ensure, where reasonable, participation of all pupils	Risk Assessments in place to include all children in school trips where possible	Review all extra- curricular provision and out of school activities to ensure compliance with legislation Review take up of extra-curricular clubs by pupils with Special Needs and Disabilities Plan for access to outdoor classroom for all disabilities	Annual check for extra-curricular activities. Regular check via Evolve for out of school activities	MT/ LW AP/NA/JM	

Physical Environment

Mersey Park Primary School is continuing to grow and develop. We have extended and improved our Key Stage 1 building and Key Stage 2 building. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Current Good Practice	Actions	Timescale	Responsibility	Success Criteria
To make all entrances accessible for disabled people	Main Entrance has been improved in order that it is accessible for disabled people Porch area is wide enough for access in a wheelchair	Create an external lift from middle playground into main building to bypass the steps up to the entrance	As funding available	MT/JM/NA	All entrances will be accessible to all
To ensure all children have access to a private and suitable changing area and suitable toilet facilities	Changing bed fitted in accessible toilet Staff trained in use of equipment Boys toilets refurbished	Ensure new staff are trained as necessary and equipment is maintained Use of toilets on upper floor available to children when necessary	September- each year As necessary	SENDCos	All children feel comfortable in school and have access to suitable personal hygiene
To create easy access to all areas of school for all pupils/ adults	Corridor created to lead to house area via ramp New easier access to KS1 building via front entrances	Consider needs of disabled pupils/ parents and visitors to school when planning any alterations to school	As required As funding available	MT/JM MT/JM	Access to all areas of school for all people

	Lift installed in main building				
Ensure all disabled pupils can be safely evacuated	Some staff trained in use of Evac chair Personal Emergency Evacuation plans in place for disabled pupils Regular fire drills carried out	Ensure all staff aware of PEEPs More staff trained in use of Evac chair and practice use regularly	As required at staff meetings Termly practice	SENDCo NA	Safe evacuation for all when necessary
Maintain access for visually impaired	Yellow strips on all stairs Large, clearly visible signs all around school	Renew yellow strips on outside steps regularly Update signage around school as necessary	As necessary	JM	All areas clearly accessed

Communication

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond appropriately. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's IT infrastructure will enable us to access a range of materials supportive to need.

Target	Current Good Practice	Actions	Timescale	Responsibility	Success Criteria
Languages other than English to be visible around school	Welcome signs in various languages	As families are due to arrive in school with different languages signs are to be displayed to aid access and understanding	As required	SENDCo	All families feel welcome and have a clear understanding of school procedures
Information on website accessible to all	Text can be translated for information on the website	Ensure website is fully compliant with requirement for access by person with visual impairment Ensure prospectus available on website	Updated weekly	SENDCo/MT/ MGL	Website will have very clear information that can be accessed by all people

Information for parents/ carers to be clear for all	Information in newsletters and information letters is in clear print, translated where necessary and easily understandable Anomaly Boards in playgrounds	School office/ HSLO to help parents access school information and complete forms Anomaly Boards for messages to include translations Continue to ensure that information is translated into a wide variety of languages for parents	During induction/ Ongoing	HSLO/ Admin team	Parents feel that they communication is effective
Ensure all staff are aware of accessible formats	Large print resources and coloured overlays in use for children as necessary Visual timetables in all classrooms Wellcomm screening and intervention programme for children with language difficulties Support from SENAAT	Guidance provided to staff on dyslexia and accessible information Children provided with appropriate materials Additional staff in Foundation stage to support language development	Regular updates as necessary	SENDCos	Staff understand how to ensure written information can be equally accessed

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher and Senior Leadership team.

It will be approved by the governing board.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Equality Diversity and Inclusion Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy