



**Morningside  
Primary School**  
and Children's Centre  
Achieving and Aspiring Together

# Accessibility plan

## 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 disabled pupils

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.

At Morningside Primary School, every member of staff and every child has a positive attitude to others with Special Educational Needs and Disabilities (SEND). All teachers are teachers of pupils with SEND. The school environment we create is somewhere where everyone has the right to feel safe, cared for and supported whatever their race, colour, gender, class, physical challenge, faith, sexual orientation or lifestyle. Everyone in the school has a right to full access to the curriculum; and the right to learn in a caring and considerate environment where staff and children value their contribution to the life of the school.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors.

## 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.

Aim	Action	Person responsible	Success criteria
Increase access to the curriculum for pupils with a disability	Continue to use visual timetables for the HNF children where appropriate to meet their needs.	Sheena Khangura	All appropriate staff and children are able to use and follow a visual Timetable. <ul style="list-style-type: none"> <li>· Children are aware of daily routines.</li> <li>· Supports positive behaviour management.</li> </ul>
	To work with outside agencies such as REU, HLT, OT and SALT to support those pupils with additional needs	Sheena Khangura	To assess the needs of the children <ul style="list-style-type: none"> <li>· Provide reports</li> <li>· To support staff, pupils and families</li> <li>· To support target setting</li> </ul> To review plans/targets regularly
	To deliver training of the effective use of the sensory room to meet the needs of all pupils.	Sheena Khangura	CPD <ul style="list-style-type: none"> <li>· Use of sensory room is effectively planned for with clear reference to pupils' sensory needs.</li> <li>· Sensory room serviced at regular intervals.</li> </ul>
	Educational Psychologist to work with children with barriers to learning (e.g. behaviour, social, emotional, cognitive).	Sheena Khangura	To assess the needs of the children <ul style="list-style-type: none"> <li>· Provide reports</li> <li>· To support staff, pupils and families.</li> </ul>

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled toilet</li> </ul>	Sheena Khangura	Successful completion of accessibility audit (please see next page of accessibility plan.)
Improve the delivery of information to pupils with a disability	Staff and Governors to be aware of the Accessibility plan in order to monitor delivery.	Sheena Khangura	Accessibility Plan targets achieved. <ul style="list-style-type: none"> <li>· All pupils reach their full potential.</li> <li>· Staff and Governors are aware of the plan.</li> </ul>
	All staff to be aware of Public Equalities Act and its implications.	Sheena Khangura	All staff are made aware of the Equalities Act and its implications for teaching and learning. <ul style="list-style-type: none"> <li>· All new staff are made aware of the Equalities Act as part of induction procedures.</li> <li>· Signposting to Equalities duty, policy and action plan.</li> </ul>
	To continue to update the 'School offer' annually.	Sheena Khangura	Provision to meet the additional needs of all learners. <ul style="list-style-type: none"> <li>· Improved pupil access to provision.</li> <li>· Children with SEND to make good or better progress.</li> </ul>
	To ensure all staff have access to CPD.	Sheena Khangura	All staff who attend training disseminates the appropriate key messages at weekly support staff meetings.

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.  
It will be approved by the governing body.

#### **5. Links with other policies**

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

- Health and safety policy
- Special educational needs (SEN) information report
- Special Educational Needs

Reviewed and updated: November 2020

Next review: November 2023