



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

Morningside Accessibility Plan

**PRIMARY
ADVANTAGE**

SCHOOLS ACHIEVING
MORE TOGETHER

Primary Advantage

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Revisions

Date	Summary of changes

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 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.

The school and its staff are committed to offering a high-quality education to all children in the community, in line with the requirements of the SEN and Disability Act 2001, the Equality Act 2010 and the Special Educational Needs & Disability Code of Practice 2015. We will consult with the school community to identify barriers to inclusion. The school promotes inclusion and takes all reasonable steps to ensure that children with a disability or SEND are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil to maximise educational opportunity.

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.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff, federation governors and LAB members.

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 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.

3. Action plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	- Morningside offers a differentiated curriculum for all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to make sure it meets the needs of all pupils	short term: ensure compliance with Code of Practice	inform all staff	SENDCo	ongoing through induction	all staff are aware of any access needed
		medium term: improve provision for children with emotional and behavioural needs	professional development	SENDCo	summer 2023	staff have increased confidence and skills in working with children with additional needs
		Long term: ensure that the curriculum meets the needs of all pupils	curriculum review	SENDCo	summer 2024	the curriculum meets the needs of all pupils

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	- The environment is adapted to the needs of pupils as required. This includes: - Ramps - Elevators - Corridor width - Disabled parking bays - Disabled toilets and changing facilities - Library shelves at wheelchair-accessible height	medium term: improve working environment for pupils with identified needs long term:	purchase resources and/or make renovations as necessary	Premises Manager and SENDCo	in response to need (aiming to avoid delays in transferring for new pupils)	physical environment enables all pupils to access all areas and resources
Improve the delivery of information to pupils with a disability	- Our school uses a range of communication methods, as necessary, to make sure information is accessible. This includes: - Internal signage - Large print resources - Braille - Induction loops - Pictorial or symbolic representations	Ensure compliance with the SEND Code of Practice	short term: Ensure staff and governors are aware of the policy and the statutory obligations medium term: Improve the availability of written materials in alternative forms and translations	Headteacher SENDCo and Finance Manager	summer 2023 summer 2024	All staff and governors are aware of the policy School delivers information to all families

4. Monitoring arrangements

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

5. Links with other policies

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

- School Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- School Special educational needs (SEN) information report
- Federation Equalities policy
- Federation SEND policy
- Federation medical needs policy

Policy written:	July 2020
Amended/Updated:	February 2023
Adopted by the Local Advisory Board:	March 2023
Review date:	March 2026

The LAB have reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, January 2020.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

