



# MPS Accessibility Plan

**Montpelier Primary School**  
**Accessibility Plan**

**Contents**

**Part A:**

- 1.1 Application**
- 1.2 Approval and review**
- 1.3 Terminology**
- 1.4 Responsible persons/Responsibilities**
- 1.5 Associated Policies and Procedures**

**Part B:**

- 1. Introduction**
- 2. Montpelier Primary School**
- 3. PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:**

## **Part A:**

### **3.1 Application**

This Accessibility Plan applies to Montpelier Primary School, and all governors and staff of the school and visitors to the school must abide by this policy which has been adopted in accordance with and pursuant to the Equality Policy of the Greenshaw Learning Trust.

This Accessibility Plan is subject to the strategic GLT Equality Policy. If there is any ambiguity or conflict then the Scheme of Delegation and any specific alteration or restriction to the strategic GLT Equality Policy approved by the Board of Trustees takes precedence.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff and visitors adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the relevant person.

If there is any question or doubt about the interpretation or implementation of this Publication Scheme, the Headteacher should be consulted.

### **3.2 Approval and review**

Maintenance of this Policy is the responsibility of the School Headteacher.

This Policy was approved by the Governing Body: [GB meeting 2 \(December 2021\)](#).

This Policy is due for review by: [31st December 2024](#).

### **3.3 Terminology**

- The Trust means the Greenshaw Learning Trust (GLT).
- School means a school within the Greenshaw Learning Trust.
- Headteacher means the headteacher or principal of the school.
- CEO means the chief executive officer of the Greenshaw Learning Trust.
- Governors and Trustees includes governors, Trustees, non-governor members of Trust Committees and members of the Trust Panel.
- Governing body (GB) means the committee of the Board of Trustees to which Trustees have delegated appropriate powers and functions relating to the governance of the school.
- GLT Data Protection Officer means Judicium Consulting Ltd.
- School Data Protection Lead means the point of contact for data protection matters for staff, pupils and parents within the school
- In this policy references to the Greenshaw Learning Trust will be read as including the Greenshaw Learning Trust shared service and all schools in the Greenshaw Learning Trust.

### **3.4 Responsible Person/Responsibilities**

Sarah Green – SENCo

Sam Hunter - Headteacher

### **3.5 Associated Policies and Procedures**

The following school policies and procedures are an integral part of this Accessibility Plan:

- GLT Equality Policy

## **Part B**

### **1. Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had 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 increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving 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, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

### **2. Montpelier Primary School**

Montpelier Primary School is a large primary school with 650 children on roll. The school comprises of 1 large building and an external library covering a large site, mostly of one or two story construction. There are multiple accesses across the site. The site itself sits on differing levels accessed by stairs.

#### **Montpelier's Vision**

Curious, Creative and Confident

The best way to describe the ethos of our school is through the word 'family'. That is what we are - a family of pupils and parents and staff and governors who look after each other and look out for each other. We want to make sure that each one of us feels valued and celebrated, challenged and supported. While we understand that academic achievement is important, we believe that first and foremost we need to feel safe and happy; when that is secure then all the rest will follow.

We want to make sure that our children develop a passion for learning. We cannot teach them everything that they will ever need to know but we can teach them how they can always go about learning it. We are not afraid to make mistakes or to get in 'the learning pit'.

Ultimately we want all of our school family to be 'Curious, Creative and Confident', no matter how young or not so young we are.

### 3. PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

#### A) INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM:

##### 1.1.1.

OBJECTIVE	TIMEFRAME
To ensure that learning plans have been completed on a termly basis for pupils with SEN and disability	On-going every term
To ensure that resources are available to meet the needs of pupils with SEN and disability	On-going every term
To ensure that teachers act on advice given by external professionals (e.g. Sensory Consortium).	On-going
To ensure that teaching and resources are appropriately adapted so that children with SEN and Disability can access the curriculum.	On-going every lesson
To ensure that reasonable adjustments are made to trips and other enrichment activities.	On-going as and when trips are organised
To ensure that staff receive appropriate training to support children with SEN and disability.	Termly

##### 1.1.2.

#### B) IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

##### 1.1.3.

OBJECTIVE	TIMEFRAME
Handrails maintained to ensure secure fixing to walls and painted in a contrasting colour to walls.	On-going
Handrails lowered on stairways to allow children of a younger age to access them comfortably	Spring 1
Disabled toilet & changing facilities available throughout school.	On-going
Maintain parking within the school site for parents, carers, pupils or staff with disabilities to be dropped or collected safely.	On-going
All tables, chairs, units etc purchased for classes and communal areas at appropriate heights for children.	On-going
Ramps to enable access for people who use wheelchairs to be regularly maintained & repaired. Staff to do visual check before use. Ramp to be provided to KS2 hall fire door to enable staff, parents, carers, & visitors who use wheelchairs to access performances etc. Portable metal ramps available to enable access to individual rooms as and when needed. Hooks to hold doors open where required.	On-going
Blinds to be maintained and replaced when needed, to ensure sun can be blocked.	On-going

**C) IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED**

**1.1.4.**

OBJECTIV E	TIMEFRAME
To ensure the website is written in user friendly language with as little complex vocabulary as possible.	On-going
Provide information via letter, newsletter, text, e-mail etc as accessible as possible.	On-going
Promote governor/staff vacancies by interviewing anyone with a disability who meets the job requirements.	As and when vacancies arise