



Accessibility Plan 2020-2021

October 2020

To be reviewed Oct 2021

James Montgomery Academy Trust

As part of our planned conversion to James Montgomery Academy Trust (JMAT) aimed for February 2021, we have adopted JMAT policies and procedures, although we are aware that we are still accountable to the Local Authority until official conversion.

Accessibility Plan

Admissions

Admissions to Meadow View Primary School are dealt with by Rotherham LA. Children are not discriminated against because of a disability and the school has an anticipatory duty to make reasonable adjustments to meet the needs of pupils with disabilities. We are an inclusive school and aim to admit all children from the local community whose parents wish them to attend. However, there may be rare instances where the efficient use of resources and the need to provide efficient education for other children in the school means that a pupil would be better placed in a more specialist setting.

Physical Access to Buildings and Classrooms

All areas of the school are accessible by all children, their parents and other visitors to the school.

Detail:

Area of School	Features
Getting in and out of the building	<p>Entrance to the building is easily accessible for wheelchair access.</p> <p>Where there are steps on the site, there is a lift next to the steps.</p> <p>There are spaces in the car park that are designated for disabled users.</p> <p>All paths are wide enough for the use of a wheelchair.</p> <p>All doorways are wide enough for wheelchair or walking aid access.</p>
Internal school building	<p>Corridors and doors are wide enough for wheelchairs to be used.</p> <p>Indoor classroom entrances have flat floor entrances and wide doors.</p> <p>The disabled toilet is accessed from the main corridor and the middle foundation stage classroom.</p>
EYFS Classrooms	<p>Parents and children access EYFS classes using the EYFS door next to the main reception. This entrance has flat floor entrance and wide double doors. The classroom doors have high handles to prevent children leaving the setting unnoticed. Children leave at the end of the door from the external doors which have flat floor entrance and wide doors.</p> <p>Outdoor access for disabled users is via the external doors.</p> <p>There is a set of toilets in each classroom for children's use. There is a disabled toilet in the middle foundation stage classroom which is easily accessed via flat floor entrance and wide doors. In F2 there is a shower available with disability access.</p>
EYFS Outdoor Areas	<p>Wheelchair users and people with walking aids have access to all the outside learning areas. Support would be offered for wheelchair users and/or people with walking aids to access the sandpit</p> <p>As the learning areas change throughout the year, Foundation staff will take any access needs into consideration.</p> <p>The outdoor areas have large parts under cover for wet play.</p> <p>Foundation Stage access 'Forest School Weekly', which is up the hill. Due to the wild nature, the ground can be uneven. Wheelchair users and people with walking aids would be supported to access the desired areas.</p>
Main School Classrooms	<p>Parents and children access classrooms using external classroom doors which have flat floor and wide doors enough for wheel chairs and walking aids.</p> <p>There is a disabled toilet half way up the corridor which is easily accessed by all the classrooms with flat floor entrance and wide doors.</p>
Playgrounds	<p>All areas are wheelchair friendly with flat access to all external doors.</p>
Main Hall	<p>The hall is accessible from the main corridor or outside with wide door access and flat floor.</p>
Exhibition Room	<p>Access from main corridor, flat access and wide doors.</p>
Library	<p>Access from main corridor, flat access and wide doors.</p>
Dining Room	<p>At dinner times the dining hall and school hall areas are used. Access is through wide doors and flat surfaces. Children who need more space for walking aids or wheelchair will be strategically placed in this area with more room.</p>
Staffroom	<p>The staffroom is accessible to wheelchairs and walking aids.</p>
Sensory Room	<p>Access from main corridors, flat access and wide doors.</p>
KS1 & KS2 toilets	<p>Wheelchair users would need to access the disabled toilet on the main internal corridor</p>

Evacuation Procedure

The 'Emergency Plan' lays down basic procedures for the safe, efficient evacuation of the school buildings. These procedures will be followed by all pupils including children with specific needs. Staff will ensure that all children are safely out of the building. Staff are aware of children with physical disabilities and their responsibilities regarding evacuation.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. In constructing the school timetable, the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom layout used can be altered to facilitate access and learning.

The school's policies on Teaching and Learning and SEND/Inclusion incorporate advice for teachers on supporting disabled pupils. The school has an on-going programme of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with physical needs, sensory impairment, specific learning difficulties etc is carried out as required.

Informal Curriculum

Meadow View Primary School is committed to ensuring that pupils with a disability can participate fully in the wide range of activities offered beyond the classroom. This includes

- Outdoor education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and the other aspects of a child's social development are carefully planned for. The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. This child will also be involved depending on their ability and willingness to participate.

Large print format materials or other alternatives (language translation) would be made available when required.