



MERSEY VALE PRIMARY SCHOOL ACCESSIBILITY PLAN

At Mersey Vale Primary School, we are committed to ensuring equality of education and opportunity for all irrespective of race, gender, ability, religion, socio-economic factors and disability. The achievement of all pupils is monitored and we use this data to raise standards and ensure inclusive teaching and learning.

We aim to provide our pupils with a firm foundation which will enable them to fulfil their potential. We seek to eliminate unlawful discrimination. At Mersey Vale we believe that diversity and inclusion are strengths, which should be respected and celebrated by all those who learn, teach and visit here.

We firmly believe that every child who wishes to come to our school, and who has a successful application based on our admissions criteria, should be admitted, regardless of sex, race, belief or physical disability.

To achieve this aim we take steps to accommodate our pupils to their best advantage:

Physical Environment

1. Classes of children are placed within the building to take account of their age.
 - Foundation Stage children have easy access to small toilets and sinks and direct access to an outdoor play area.
 - Key Stage 1 children have easy access to small toilets and sinks and a large teaching/ learning space including a structured play area within the classroom.
 - Key stage 2 children have own toilets with appropriately sized toilets and sinks, and cloakroom space.
 - All classes have direct access to playgrounds.
2. Our reception/ office area is sited next to the main entrance where there is a large doorway for wheelchair and pushchair access.
3. The whole building is single storey and wheelchair accessible. In 2010 the entrance to the school building was redesigned to improve accessibility and safety within school.
4. There is now provision of a disabled toilet in the main building and in the upper Key Stage 2 unit.
5. We are planning to improve accessibility through the installation of permanent ramps to the hall entrance, but in the meantime have a temporary ramp which is used as required.
6. Classrooms are partly carpeted to cut out excess noise and to improve the acoustics for hearing impaired pupils.
7. Doors are self-closing to meet fire safety requirements and to limit disturbance from other areas.

8. All classrooms are decorated in neutral colours to create a calm environment.
9. Furniture is appropriately sized for the age group of children within each classroom.

Curriculum

1. Planning is differentiated so that the curriculum can be accessed for children of all ages and abilities. Teachers differentiate work to suit all children within their class. Teaching assistants and learning support assistants play a valuable role within school, often working with individuals or groups of children at the higher and lower ability levels.
2. Teaching and learning opportunities are designed to meet the needs of different learning styles.
3. Through P.H.S.E. lessons children are introduced to sensitive issues around physical and mental disabilities, social and moral dilemmas, cultural and emotional differences etc.
4. Risk assessments made at the initial planning stages of residential/ day visits ascertain the suitability of the site for inclusion of all children. Only venues which offer suitable accommodation for all pupils will be considered.
5. Support and advice is sought from appropriate outside agencies when necessary e.g. service for hearing impaired, learning support service, school nurse, educational psychology service, Ethnic Diversity Service.
6. An audit is taken in the Autumn term to ascertain whether modified test papers are required and orders are placed with QCA as necessary.

Information

1. Information is given to all new parents/ carers in the form of a face to face meeting, a tour of the school and a prospectus/ information pack. Our Admissions form gives parents/ carers the opportunity to give details of medical, language and cultural needs.
2. Newsletters are used to give information about building and curriculum developments within school.
3. Progress on attainment and social development is shared at parents' meetings twice yearly, at our annual open afternoon and through a written report at the end of the year. Additional meetings are arranged on request.