



Accessibility Plan

Monkmoor Education Centre

Reviewed:	September 2022
Next Review:	September 2023
Responsibility:	Helen Pope

Aims and Objectives

Monkmoor Education Centre

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aims	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	Our ability to develop and increase the curriculum opportunities to be inclusive in meeting the needs of all pupils eg. Pupils with ASD, ADHD, hearing difficulties, speech difficulties and visual impairment.	LT: Ensure continued robust liaison with outside agencies and our mainstream partner schools to ensure sharing of resources and good practice.	Ensure 'Pupil History' is completed thoroughly to identify agencies involved with pupil; make contact to access appropriate support whilst taught at TMBSS.	All teaching staff. Monitored by the Assistant Head (Catherine Lyth) to ensure all Pupil Histories are completed within the time frame stipulated.	Ongoing.	All pupils have a 'Pupil History' in their personal folder. All outside agencies are identified and appropriate support identified.

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Increase access to the curriculum for pupils with a disability	Using specialist agencies (e.g: BEEU, speech therapists, Educational Psychologists, Occupational Therapists etc.) to investigate and extend opportunities for pupils with specific needs.	LT: Continue to ensure referral paperwork is completed as soon as need is identified and the referral followed up by key member of staff.	Staff to complete referral paperwork as necessary.	All teaching staff. Monitored by the Assistant Head (Catherine Lyth) through the Termly Group Review process monitoring if recommendations have been actioned.	Ongoing.	Recommended referrals are actioned and appropriate advice sought.
	Liaising with partner mainstream schools, outside agencies and families throughout the child's placement. Sharing information through our 16 Week Review and ongoing reviews during the child's placement.	LT: Invite all agencies to the First Review meeting so that expertise can be shared early in the programme.	Through the writing of the 'Pupil History' staff to identify outside agencies with whom the child needs ongoing support. This information to be shared with the administration staff to ensure they are invited to the First Review meeting.	All teaching staff. Administration staff.	Ongoing.	All professionals are invited to the pupil's First Review meeting.

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Increase access to the curriculum for pupils with a disability	All teachers are made aware of the details of individual needs and disabilities in order to arrange physical learning environments as appropriate (eg. Pupil with medical conditions) and ensure successful transitions between Monkmoor Education Centre and the mainstream settings.	ST: Liaise with the medical professionals in ensuring a smooth transition for the pupil into a new mainstream setting.	Through attendance at Core Group Meetings and Review Meetings ensure all staff are fully equipped with the knowledge to ensure a safe and happy transition for the pupil.	All teaching staff. Monitored by the Assistant Head (Catherine Lyth).	Ongoing.	Pupils will have a safe, healthy and successful transition into their new mainstream setting.

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Increase access to the curriculum for pupils with a disability	<p>All pupils attend educational visits due to thorough risk assessments carried out by key staff to ensure participation for all.</p> <p>The Governors Health and Safety sub-committee have responsibility for the monitoring of the accessibility of the 2 Primary Centres.</p>	LT: To ensure that educational visits continue to be risk assessed to ensure that reasonable adjustments can be made to ensure all pupils can participate.	Staff to complete risk assessments as necessary.	<p>All teachers.</p> <p>Risk assessments monitored by the Assistant Head (Catherine Lyth).</p>	Ongoing.	All pupils attend all education visits.

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Improve and maintain access to the physical environment	The school manages the existing learning and meeting spaces well ensuring that a meeting room or classroom is available to pupils and professionals when required through daily briefings to identify need.	LT: The school will continue to regularly re-examine the school buildings evaluating the existing provision and its systems.	Where a visiting professional needs space to work with a child 'Extended Schools Room' to be booked. If extended schools room is not available the PPA office or Resources room will be used.	HP	Ongoing.	Extended schools room/PPA Office/Resources room used by visiting professionals who need a place external to the classroom to work with a child.

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Improve and maintain access to the physical environment	The identification of the appropriate primary setting to meet the needs of individual pupils – this may be the Harlescott Education Centre or Monkmoor Education Centre. The decision is dependent on age, physical and behavioural needs.	LT: To assess the access arrangements to provide education based on age, locality and need .	Home visits carried out by the Head of Service.	The Head of Service (Greg Portman).	Ongoing.	The appropriate primary setting is identified to meet the needs of individual pupils.
	The TMBSS administration team work alongside the LA Transport Department to organise the transport for pupils; at times adjustments are made to the guidelines set by the LA to ensure the needs of individuals are best met.		The 'Transport' paperwork is completed by the parents and the Head of Service at the home visit.	Head of Service (Greg Portman). LA Specialist Transport Department.	Ongoing.	Pupils are transported to and from school each day.

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Improve the delivery of written information to pupils	Teaching staff consult with specialist services to provide large print of a suitable size for visually impaired pupils.	LT: Ensure robust liaison with outside agencies (VIS) to ensure sharing of resources and good practice.	Ensure 'Pupil History' is completed thoroughly to identify agencies involved with pupil; make contact to access appropriate support whilst taught at TMBSS.	All teaching staff. Monitored by the Assistant Head (Catherine Lyth) to ensure all Pupil Histories are completed within the time frame stipulated.	Ongoing.	All pupils have a 'Pupil History' in their personal folder. All outside agencies are identified and appropriate support identified.
	Due to the small class sizes (maximum of 10 pupils) the seating position for pupils with impaired vision and hearing is well managed to benefit the individuals.	LT: Ensure staff establish an ethos of mobility so that seating can be rearranged and pupils moved where necessary to meet the needs of all individuals.	Pupils moved as and when necessary.	All teaching staff.	Ongoing.	All pupils with a visual or hearing impairment are seated in a position which gives them the best learning experience.

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Improve the delivery of written information to pupils	All pupils starting at Monkmoor Education Centre have a home visit which is carried out by the Head of Service (Greg Portman). Pupils then visit the Centre with their parents or carers prior to starting school.		Pupils meet key staff and view their new educational setting prior to attending.	The Head of Service (Greg Portman).	Ongoing.	All pupils receive a home visit and visit the centre with their parents/carers.
	ICT is used as an alternative method of recording, the IWBs are set at a colour suitable for pupils with Dyslexia and all information technology can be viewed at larger resolutions.	LT: Where appropriate, other methods of providing written information will be sourced including, if required, Braille, interpretation, amanuensis, loop-audio system and one-to-one support from Teacher or Teaching Assistant.	Pupil's needs are addressed through the use of alternative methods of recording.	All teaching staff.	Ongoing.	Pupils use alternative methods of recording when necessary.

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Entrance	The entrance is paved and flat leading in from the tarmac car park. On the car park outside Monkmoor Education Centre there are two designated parking spaces. Adjacent to the designated spaces there are wider spaces for disabled drop offs and parking.					

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Reception Area	Through the main entrance you arrive in the enclosed reception area; the main classroom is then accessed via two more doors. Access is permitted through the middle door with a key fob. A high level button is used to open the external door. The innermost door has a dual handle system with the upper handle being out of reach to the children.					
Toilets	There is one disabled toilet and 1 unisex pupil toilet accessed from the classroom. This handwashing area is a large accommodative space.					

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Signage	Monkmoor Education Centre is well sign posted. There is a sign at the entrance to the Monkmoor Education Campus. There is a sign on the campus and at the entrance to the Monkmoor Education Centre.					

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Fire Alarms	<p>There are fire alarms in all classrooms and shared areas. These are tested weekly (Thursday Morning).</p> <p>A fire drill takes place half termly.</p>	<p>LT: To ensure the exit strategy is appropriate to the needs of individual pupils taking any physical disability into account.</p> <p>Risk assessment to be written for a child/staff member with a physical disability. Ensure a safe route out of the building in the case of a fire/emergency.</p>	Through the initial risk assessment identify the pupil's needs and ability to exit the building in the case of a fire/emergency.	The Head of Service (Greg Portman), the Assistant Head (Catherine Lyth) and all teaching staff.	Ongoing.	Pupils with a physical disability have an individual fire/emergency exit strategy.
Doors	Doors are compliant with regulations.					

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Emergency escape routes	Emergency escape routes are clear and clutter free.					