



Morton Primary Academy Accessibility Plan 2024 – 2027

Our Vision

Morton is a school where we put our CARDS on the table and we wear our hearts on our sleeves.

The Morton CARDS:

- ✓ Considerate – we are kind and respectful to all around us (We are Kind)
- ✓ Aspirational – we have high aspirations and strive to be the best we can be (We think big)
- ✓ Responsible – we take responsibility for our actions (We own our actions)
- ✓ Determined – we are determined and we do not give up (We do not give up)
- ✓ Safe – we think about our actions

Everyone is valued, respected and welcomed. Together, we create a culture and environment that inspires children to be aspirational, confident and inquisitive learners. We are proud of our community and strive to equip the next generation with all the knowledge and skills that they need to succeed in whatever they choose to do.

Morton – at the heart of our community

Introduction

Under the Equality Act 2010 it is a statutory requirement that all schools have an Accessibility Plan. Schools “cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.” According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Aims

This plan outlines the proposals of the governing body of Morton Primary Academy to increase access to education for children with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which children with disabilities can participate in the school curriculum
2. Improving the environment of the school to increase the extent to which children with disabilities can take advantage of education and associated services
3. Improving information delivery to children with disabilities and their families

Responsibilities

Governing Body

- To uphold and review the principles of the Equality Policy
- To monitor that all children have equal opportunities to engage and learn, with support provided as appropriate and reasonable

The governing body also recognises its responsibilities towards employees with disabilities and will ensure that persons with disabilities are supported with individual provision as appropriate and reasonable in order that they can carry out their work effectively without barriers.

Senior Leadership Team

- To ensure that the principles of the Equality Policy are upheld in practice
- To provide appropriate resources to support children with disabilities
- To ensure that appropriate and reasonable adjustments to facilities and practice are made to accommodate children with disabilities where necessary

All Staff

- To ensure that all children have equal opportunities to engage and learn, with support provided as appropriate and reasonable

Physical Environment – Morton Primary Academy

The school entrance is fully accessible. The school is built on one level with all 4 classrooms having doors onto the main corridor and one that leads outside. There are 3 steps that lead to the toilets but there is an easily accessible disabled toilet on the same level as the classrooms.

In one classroom we have a soundfield system to support with hearing.

The playground and field are all on one level and are fully accessible.

The Parent – Teacher Partnership

Parents are asked about their child’s medical details on admission and details are recorded on the Morton Primary Academy admission form as appropriate. Details of any medication or specific medical requirements are then discussed and recorded in more detail in the Medicines Log. Information is shared appropriately and reviewed regularly with key staff, parents and the child themselves. Some children may have an individual healthcare plan where their condition/needs are more complex.

We will consult with parents and appropriate experts when a new child with disabilities is seeking admission or if personal circumstances change for a child already on roll.

Inclusion & Equality

We strongly believe that all children should have full and equal access to all learning opportunities and experiences. It is the responsibility of all staff to ensure that children are supported and challenged as appropriate to their individual need.

Monitor and Review

This plan will be reviewed every 3 years or sooner should circumstances require it.

Signed by

Chair of Governors

Academy Leader

Executive Headteacher

Date:

Action Plan

Aim 1: Increasing the extent to which children with disabilities can participate in the academy curriculum			
Objective	Action	Timescale	Responsible
Ensure that children with disabilities are not disadvantaged in PE lessons	Liaise with sports coach to discuss individual children’s specific requirements to ensure that they can participate as fully as possible with their peers.	As required	Class teacher Sports coach
Ensure that children with disabilities have the opportunity to go swimming	Liaise with staff at the leisure centre to provide appropriate support for children to change and enter the water safely.	As required	Class teacher Swimming teacher

Ensure that all children can participate in off-site visits to support learning wherever possible	Arrange appropriate transport for individual children as required in order that they can go on off-site visits with their class.	As required	Class teacher
Ensure that ASD children have appropriate support to participate in lessons	Visual timetables are used in all classrooms. Children are assessed and appropriate support is put in place as far as is reasonably possible in a mainstream school.	As required	Class teacher SENDCo
Assess the needs any children with disabilities when they are admitted	Discussions with parents. Seek support and guidance from outside professionals if appropriate. Assess the capacity of the academy to provide required support. Individual support plans created as appropriate.	As required	SENDCo
2025 Review:			

Aim 2: Improving the environment of the academy to increase the extent to which children with disabilities can take advantage of education and associated services			
Objective	Action	Timescale	Responsible
Assess the needs of any children with disabilities when they are admitted	Discussions with parents. Seek support and guidance from outside professionals if appropriate. Assess the capacity of the academy to provide required support. Individual support plans created as appropriate.	As required	SENDCO
2025 Review:			

Aim 3: Improving information delivery to children with disabilities and their families			
Objective	Action	Timescale	Responsible
Assess the needs any children with disabilities when they are admitted	Discussions with parents. Seek support and guidance from outside professionals if appropriate. Assess the capacity of the academy to provide required support. Individual support plans created as appropriate.	As required	SENDCO
Ensure that parents and children feel involved and empowered	Regular review meetings to seek the views of parents and child.	Termly	SENDCO Class teacher
Ensure that information is accessible	Review information on website and ensure that parents/children are aware that there is an accessible version option.	As required.	Class teacher SENDCo
Ensure staff have appropriate professional knowledge and skills to support children with disabilities	Regular discussions with staff. Identification of needs. Provision of appropriate CPD. Regular communication with outside agencies.	As required	SLT

2025 Review: