Motcombe School

Flying high together

Accessibility Plan

Reviewed annually in Term 1

Last Review: September 2026

Our Motto

Flying High Together

Our School Vision

"We are dedicated to ensuring every child is included, supported and valued and has a true sense of belonging"

Our School Values

We will support every child ….

to have academic confidence
to make safe and sensible choices
to be physically fit
to gain mental strength through resilience
to show kindness

Ethos

Every child is unique and individuality is encouraged. We believe that our hygge-inspired environment supports this by promoting children's emotional wellbeing and mental health. We ignite curiosity and wonder and this enables them to learn well.

Equal Opportunities
At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement
Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability.

We have easy access into the main part of both buildings and have accessible toilet facilities. As with any additional needs the school works closely with parents and appropriate outside agencies.

1.0 Introduction

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

1.1 The School's Governors and Headteacher are responsible for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.
This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Motcombe School.

1.2 It should be noted that the existing building is not new. Motcombe School has not been constructed with disabled requirements in mind and designed in accordance with the DDA requirements. The School does make realistic attempts to accommodate all parties with disabilities as part of our inclusive approach and will continue to develop and review accessibility on a continual basis.

2.0 Definition of Disability (Equality Act 2010)
"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."
Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '**substantial**' means '**more than minor or trivial**'. '**Long-term**' means **has lasted or is likely to last more than 12 months**.

2.1 The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.** All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.
Disability is defined by the Disability Discrimination Act 1995:
A significant number of pupils are therefore included in the definition.

2.2 *Normal day-to-day activity*
The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

2.3 *Key Objectives*
Motcombe School is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

- To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- To reduce and eliminate barriers to access the facility for parents, visitors and staff with a disability.

3.0 Principles

- Compliance with the DDA is consistent with the School's aims and equal opportunities policy and the operation of the schools ESCC Policy.

- To recognise our duty under the DDA (as amended by the ESCC).

- Not to discriminate against disabled students in their admissions and exclusions and of education and associated service.

- Not to treat disabled pupils less favourably.

- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

- To publish an Accessibility Plan (School website).

- To ensure Governors and Staff (in performing their duties) will have regard to the Disability Right Commission (DRC) Code of Practice (2002).

- To recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

- To provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

    1 Setting suitable learning challenges
    2 Responding to pupils' diverse learning needs
    3 Overcoming potential barriers to learning and assessment for individuals and groups of pupils

4.0 Activity

The School will undertake the following activities to progress towards and achieve the key objectives as explained in this document thus far.

1 Education and Related Activities

The School will continue to seek advice from professional bodies and local authority's services, such as specialist teacher advisors and SEND advisors, and of appropriate health professionals from the local NHS Trusts.

2 Physical Environment

The School will take account of the needs of the pupil and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of School premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

3 Provision of Information

The School will make itself aware of changes in Government legislation and local authority's services, for providing information in alternative formats when required or requested.

5.0 Linked Policies

This Plan will contribute to the review and revision of related School policies below.

- Health & Safety Policy
- Supporting Students with Medical Needs Policy
- Administration of Medication Policy
- Educational Visits Policy
- Security Policy
- Premises Policy

- Fire Policy (including PEEP assessment)
- SEND Policy
- Curriculum Policy
- Equality Policy
- Behaviour Policy

6.0 Site Access

1 The location of the building and creation of a public realm directly accessing Macmillan Drive, offers ease of orientation to the varying site uses.

2 The safety of pedestrians entering from Macmillan Drive has been fully considered, with entrance area providing a safe space to gather and circulate away from traffic.

3 The majority of service vehicles and mini buses will utilise the car park adjacent to the main entrance incorporates an adequate turning and drop off space.

4 Kitchen delivery services will use the same entrance but at different times to the children.

5 Cycle parking is provided so that easy access can be gained via east entrance.

6 Parking is provided for **16** cars, including 2 disabled spaces. Spaces are designed in accordance with DDA Regulation requirements.

7.0 Building Design & Access

The building is conceived to offer a secure environment for the buildings users, and as such, the main entrance to the building is focussed on the ramp and steps to the main reception. This offers a wide entry point (with one double for DDA requirements) secure opening sliding doors leading to the reception point of the School.

The building's footprint is designed to allow full DDA to all levels, for every student member of staff and visitors.

8.0 Physical Access – The Current Position

The building is wheelchair accessible with ramps to the outside classroom

- There are 2 Disabled Parking Spaces in the main and community car park
- All parents are asked if they require access arrangements for Parents' Evening etc.
- Disabled toilet facilities are available throughout the building
- The physical environment is safe and welcoming

9.0 Priorities

1 To review the site annually using the Local Authority's accessibility framework.
2 To address any concerns arising from the annual site inspection.
3 To review the allocation, availability and state of repair of disabled access and car parking bays on site.
4 The School's complaints procedure covers the Accessibility Plan.
5 The Accessibility Plan will be published on the school website.
6 The Accessibility Plan will be monitored and reviewed annually.

This Accessibility Plan will be reviewed if a pupil with additional needs joins the school and provision for them is not met within this plan.