
Marsh Green Primary School

ACCESSIBILITY PLAN

2021-2024



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Marsh Green Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We listen to each other and every voice is heard.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for all to achieve and succeed.

We celebrate our achievements, differences and cultural diversity. Together we take pride in making a positive contribution to our school and the wider community.

We aim

- To ensure that all children are given the opportunity to attain their full potential.
- To promote a positive and welcoming atmosphere in which all pupils, parents and staff feel safe, secure and valued.
- To increase the extent to which disabled pupils have access to the school and the whole curriculum.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The Full Governing Body is responsible for ensuring the implementation and resourcing of the plan, and for reviewing the plan.

Marsh Green Primary School is committed to providing an accessible environment which values and includes all pupils/carers, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school will also remove or minimise any potential barriers to learning to allow all children to achieve and participate fully in school life.

Marsh Green Primary School will challenge negative attitudes about disability and accessibility and develop a culture of awareness, tolerance and inclusion.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils.</i> <i>Curriculum progress is tracked for all pupils, including those with a disability.</i> <i>Targets are set effectively and are appropriate for pupils with additional needs.</i> <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i> <i>Inclusive activities; after school clubs and trips.</i> <i>Individualised provision for children with the highest level of need.</i>	Development of inclusive teaching strategies that enable full participation and progress by all.	Pupil profiles Audit of experience, training and confidence and CPD needed. Ongoing staff training Incorporate Quality first teaching into all planning Purchase of resources to increase student participation.	SENCo SENCo All Staff SENCo SENCo/SLT	Annually in September Ongoing Ongoing Ongoing	Pupil profiles Inset/Staff meeting agendas Planning monitoring Audit Training and support Integration timetable

Establish and maintain multi-agency working	<i>Our school works closely with the following agencies;</i> • <i>School nursing</i> • <i>Speech and language</i> • <i>Educational psychology</i> • <i>Social services</i>	To establish and maintain effective relationships with outside professionals e.g. OT, physio, occupational and speech and language therapists.	Utilise local authority expertise- inclusion advise team in relation to children with SEND	SENCo/SLT	Ongoing	Training and support
Ensure children and adults with disabilities are considered equally	<i>Our school;</i> • <i>Excepts and considers all applications</i> • <i>Any pupil can be elected for school council</i>	To ensure disabled adults and children are considered equally with others for posts in school.	To welcome and consider all applications for teaching and teaching assistant posts. To encourage all members of the community to consider becoming a governor. To ensure that pupils with SEND are represented on the school council.	SLT/Governing body SLT/Governing Body SLT	Ongoing Ongoing Ongoing	Applications School council members

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- School Development plan
- Health and safety policy
- Safeguarding Policy
- Behaviour Policy
- Single Equalities Policy

This policy was updated September 2021

Agreed by Governors.....

Review date: September 2024