

# MARLFIELDS PRIMARY ACADEMY

## Accessibility Policy and Plan

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| Policy Author (s)                            | Mrs S Isherwood  |
| Responsible Committee                        | Resources  |
| Date discussed at SLT Meeting                |  |
| Date discussed at Staff Consultation meeting |  |
| Date reviewed and approved by Committee      |  |
| Full Governors Meeting                       | 27 March 2024  |
| Chair of Governors                           | Mrs. M. Gartside   |
| Frequency of Review                          | Review in the light of changes to legislation or operating experiences<br>Or within <b>one year</b> of approved date from Full Governors Meeting |
| Review Month / Year                          | September 2024   |
| Academy Website                              | Yes  |

## Marlfields Primary Academy

### Accessibility Policy/ Plan 2023 - 2024

Here at Marlfields Primary Academy we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from September 2023 - September 2024.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of **Equality and Inclusion**.
- Improve **access to the physical environment of the school**, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase **access to the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such

as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the **delivery of written information to pupils**, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

### **Contextual Information**

Marlfields Primary Academy has been in its current location since 1976.

The single storey building houses the main part of the school. However the staff room and storage facilities are located on a top floor which is accessed by a set of stairs. Any stairs pupils use have access to a stair lift. Two disabled toilets are available on the ground floor.

The main entrance to the School has level access however all points of access from the main building are also accessible by disabled ramps.

At present we have one wheelchair dependent pupil but no parents or members of staff who require this. There is one disabled parking space indicated for use of Disability badge visitors.

We have been assessed each year for the Inclusion Quality Mark and have 'FLAGSHIP' status. One of only forty seven schools in the country.

### **Current Range of known disabilities**

The school currently has children with a range of disabilities to include moderate and specific learning disabilities.

We have a small number of pupils and parents who have a hearing impairment and we have fitted sound systems to all classroom areas to support their inclusion.

### Increasing access for disabled pupils to the school curriculum.

Improving learning and teaching lies at the heart of the school's work.

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

| Target   | Strategies   | Time-scale               | Responsibility | Success Criteria  |
|--|--|--------------------------|----------------|---|
| Increase confidence of all staff in differentiating the curriculum         | Be aware of staff training needs on curriculum access<br>Assign CPD for dyslexia, differentiation and recording methods<br>Online learning modules if required | On-going and as required | SENCO          | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure classroom support staff have specific training on disability issues | Be aware of staff training needs<br>Staff access appropriate CPD<br>Online learning modules if required  | As required              | SENCO          | Raised confidence of support staff  |
| Ensure all staff are aware of disabled children's curriculum access        | Set up a system of individual access plans for disabled pupils when required<br>Information sharing with all agencies involved with child                      | As required              | SENCO          | All staff aware of individuals needs  |
| Use ICT software to support learning                                       | Make sure software installed where needed  | As required              | ICT            | Wider use of SEN resources in classrooms  |

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| All educational visits to be accessible to all      | Develop guidance for staff on making trips accessible<br>Ensure each new venue is vetted for appropriateness | As required | P/EVC           | All pupils in school able to access all educational visits and take part in a range of activities |
| Review PE curriculum to ensure PE accessible to all | Gather information on accessible PE and disability sports<br>Seek disabled sports people to come into school | As required | PE co-ordinator | All to have access to PE and be able to excel   |

### Improving access to the physical environment of the school

Marlfields Primary Academy is continuing to grow and develop. It is hoped that in the near future we will be able to expand the buildings and to improve the facilities. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools improvement planning process is the vehicle for considering such needs on an annual basis.

| Target   | Strategies  | Time-scale   | Responsibility         | Success   |
|--|---|--|------------------------|---|
| The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | To create access plans for individual disabled pupils as part process when required<br>Be aware of staff, governors and parents access needs and meet as appropriate<br>Through questions and discussions find out the access needs of parents/carers through newsletter<br>Consider access needs during recruitment process<br>Ensure staff aware of Environment Access Standard | As required<br><br>Induction and on-going if required<br><br>Annually<br><br>Recruitment process | SENCO<br><br>Principal | IEPs in place for disabled pupils and all staff aware of pupils needs<br>All staff and governors feel confident their needs are met<br>Parents have full access to all school activities<br>Access issues do not influence recruitment and retention issues |

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| Layout of school to allow access for all pupils to all areas | Consider needs of disabled pupils, parents/carers or visitors when considering any redesign   | As required  | Principal/ Governors/<br>Site manager/<br>School Surveyor | Re-designed buildings are usable by all   |
| all disabled pupils can be safely evacuated                  | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties<br>Develop a system to ensure all staff are aware of their responsibilities               | As required each September                                       | SENCO   | All disabled pupils and staff working alongside are safe in the event of a fire |
| Ensure accessibility of access to IT equipment               | Alternative equipment in place to ensure access to all hardware including hall<br>Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils | On-going and as required<br>Software may be required as required | SENCO   | Hardware and software available to meet the needs of children as appropriate    |
| Ensure sound systems in school always working                | Regular annual main checks - defect book checks inbetween   | On-going   | Site Maintenance officer<br>Sound System company          | Hearing impaired needs addressed  |

### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include leaflets, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

| Target  | Strategies   | Time-scale                              | Responsibility   | Success   |
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| All staff to ensure written information to parents/carers is accessible.  | Provide information and letters in clear print in "simple" English<br>School office will support and help parents to access information and complete school forms<br>Ensure website and all document accessible via the school website can be accessed by the visually impaired. | During induction<br>On-going<br>Current | KS1/office<br>School Office<br>Office/<br>Website<br>design team | All parents receive information in a form that they can access<br>All parents understand what are the headlines of the school information |
| Improve the delivery of information in writing in an appropriate format<br>Ensure all staff are aware of guidance on accessible formats<br>Annual review<br>information to be as accessible as possible | Provide suitably enlarged, clear print for pupils with a visual impairment<br><br>Guidance to staff on dyslexia and accessible information   | As required<br><br>On-going             | Office<br><br>SENCO<br><br>SENCO                                 | Excellent communication<br><br>Staff produce their own information<br>Staff more aware of pupils preferred method of communications       |
| Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems   | Ensure website is fully compliant with requirement for access by person with visual impairment.<br>Ensure Prospectus is available via the school website.  | As required                             |  |   |
| Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information                     | Ensure website is fully compliant with requirement for access by person with visual impairment.<br>Ensure Prospectus is available via the school website.  | As required                             |  |   |

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| <p>Languages other than English be visible in school</p> | <p>Some welcome signs to be multi-lingual</p> <p>Access to translators, sign language interpreters to be considered and offered if possible</p> | <p>As required</p> | <p>EAL co-ordinator<br/>SENCO</p> | <p>Confidence of parents to access their child's education<br/>Pupils and/or parents feel supported and included<br/>All can access information about the school</p> |
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