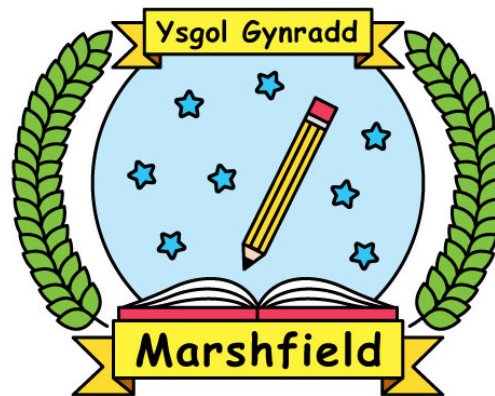


Marshfield Primary School

Accessibility Plan



Policy history:	April 2018
Written	2022-23

Marshfield Primary School Accessibility Policy and Plan

The school recognises the duties placed upon it by the SEN and Disability Act 2001 in relation to disabled pupils and prospective pupils. It actively seeks not to treat disabled pupils less favourably and takes reasonable steps to avoid putting them at a substantial disadvantage.

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.'

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act(DDA). However, the Disability Equality Duty in the DDA continues to apply. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Additional provision under the new Equality Act 2010 was introduced in September 2012, and relates to the requirement for schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable Adjustment duty.

In order to achieve our aims and support our inclusion principles, our school will focus holistically on:

- Access to Curriculum
- Access to Environment
- Engagement with children, young people, and their parents/carers
- Access to Information

Key Objective

To reduce and eliminate barriers to access the curriculum and to ensure full participation in the

school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability.

Principles

The school recognises its duty under the DDA

- Not to discriminate against disabled pupils in their admissions and
- exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In addition

- the school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality;
- the school provides 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 2008 Curriculum (Foundation Phase and Key Stage 2) which underpin the development of a more inclusive curriculum;
- the school sets suitable learning challenges and responding to pupils' diverse needs

Current provision

Building Access

- There is a ramp located at the front entrance of the school.
- There are no internal steps, however there are steps from rooms 21 and 27 to the side playground. These are DDA compliant.
- Wider doors, allowing wheelchair access, are located at all ramped areas, through corridors and into all classrooms.

- Toilet facilities for the disabled are located in the Foundation Phase and in Key Stage 2. These were specially adapted by the Local Authority. There is a mechanical changing unit in the FP disabled toilet.
- Low level sinks are also available in the Foundation Phase children's toilets and disabled toilets.
- The all-weather play equipment was specifically installed for disabled users.
- There is a parking bay available on site for access to the building for ease of proximity for blue badge holders on request.

Curricular Provision

- The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular activities. In addition to the building adaptation described above:
- The school employs, when required, additional Teaching Assistants (TAs) for children with disabilities and if necessary in accordance with their statement.
- There are a number of permanently employed Teaching Assistants who provide support for children with a variety of needs.
- A range of specialist equipment is provided on the advice of external agencies to help disabled pupils to participate in lesson activities.
- Venues for educational visits are carefully chosen to ensure that there is access for disabled pupils, with TAs assigned to accompany them.
- Risk assessments are carried out for each disabled child on their entry to school. These ensure that the child has full access to classroom activities and lessons. These are undertaken with the advice of external agencies such as occupational therapists and the building works department.

General Provision

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are always included in activities such as school assembly when wheelchair space, specially adapted chairs, individual support, etc, is provided.

Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture enable wheelchair access and class floor areas are large enough for children to work on if in plaster casts. Within the school there are a variety of height tables/ chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service is sought when considering appropriate classroom furniture.

Staff training/Development

The training/development needs of staff are identified and provided for as part of the school's on-going staff development. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training has been provided over the last few years, including, that in manual handling and First Aid. In addition we provide training for using epi-pens and monitoring diabetes.

In addition, the school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g. Visual/Hearing Impairment, Language/Speech Therapy etc.

Equality Statement

We seek to remove barriers to learning with imaginative curriculum delivery that will use the best of innovative educational practice and enterprise to transform learning and teaching. We seek to provide an inspirational learning environment based on a personalised style of learning. Learning is at our core and we believe it will broaden horizons, raise aspirations and enhance students' self-confidence as successful learners, both now and in the future. Students will have every opportunity to achieve standards that match their potential and to gain successes as effective lifelong learners. We are committed to equality of opportunity and access for all our learners and to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equalities Act 2010. We further recognise the 9 protected characteristics as detailed in the Act. We will advance equality of opportunity between all learners and foster good relationships between all our learners and our stakeholders.

This policy works in conjunction with other policies and plans including our Equalities Plan, Equal Opportunities Policy, AEN Policy and the Standards Development Plan.

Accessibility Plan

Part 1 Curriculum access

Access to the curriculum	Current situation/Issues to address	Actions / solutions	Time Scale	Impact / Evaluation
School organisation	<p>Broad, balanced curriculum in place. Plans for implementing the LNF have been agreed and implementation has begun. Monitor provision against needs, progress and standards achieved.</p> <p>School currently training to become an ASD friendly school (SDP 2017-2018)</p>	<p>Classrooms allow best access for disabled child/space or resources.</p> <p>Continue to monitor and review. Complete review in partnership with pupils. Amend as required</p> <p>Continue to monitor and review provision and mainstream integration</p>	<p>Jan 2018 and ongoing</p> <p>On-going</p> <p>On-going Annually</p>	
Classroom organisation				
Support for pupils	<p>Parents of pupils with difficulties are encouraged to visit the school before admission, detailed reviews and plans drawn up prior to entry</p> <p>SEN team provide specialist teaching and advice and support for children.</p>	<p>Continue to arrange meetings and making pre-visits</p> <p>Advice and support from specialist teachers and other professionals when needed.</p>	<p>On entry</p> <p>Every Autumn term</p> <p>When appropriate to</p>	

	<p>SEN team receive specialist advise and support from specialist teachers and other professionals.</p> <p>TA support in class and playgrounds are carefully timetabled.</p> <p>Pupils receive a mix of in class support and withdrawal.</p>	<p>SENCo arranges programme of TA training to increase expertise.</p> <p>SENCo to train TAs to provide dyslexia support for individual children.</p> <p>Continue to ensure appropriate differentiated experiences for STF pupils as new pupils are admitted</p> <p>Provide appropriate training to LASs to ensure they have skills base to meet pupils' needs</p> <p>Extend COMIT training for TAs</p>	<p>children's needs</p> <p>Timetables reviewed annually - summer term.</p> <p>Monitored throughout Spring and Summer 2018 - on-going</p>	
Identification of pupils with additional needs	<p>SEN register of children (updated regularly). Monitored, reviewed and adapted throughout year.</p> <p>Class register of pupils needs</p> <p>Regular meetings with SEN team, headteacher and class teachers to evaluate progress</p> <p>Use pupil progress meetings to improve understanding of attainment and to set more challenging targets.</p>	<p>Continue monitoring and evaluation.</p> <p>Ensure specialist services are sought where required.</p> <p>Monitor, review and adapt throughout year</p> <p>SEN register to be shared with all class teachers.</p>	<p>Ongoing</p> <p>Termly</p> <p>Annual review</p> <p>Annual review</p>	
Tracking pupils	<p>Termly reviews of IEP/ IDPs</p> <p>LA annual tracking of SEN children (SEN Survey)</p> <p>WG testing Year 2 to Year 6 School</p>	<p>Child friendly IDPs and PCPs to be further embedded.</p> <p>Individual tracking of pupils</p>	<p>Termly</p> <p>Autumn</p> <p>Summer</p>	

	National testing and data tracking Tracking System recent with SIMS.		Termly	
Planning for children with disabilities	<p>SENCo and Headteacher to meet with parents as early as possible.</p> <p>Maintain close liaison with previous school series of pre admission meetings arranged with all professionals and parents.</p> <p>Regular cross professional meetings when necessary to monitor progress and any issues.</p> <p>Arrange specialist training as appropriate.</p> <p>Health care plans in place. List of children with medical needs available for all staff.</p>	<p>SENCo to chase records of new entrants</p> <p>Ensure all staff know the specific needs of the children in their care.</p> <p>Staff trained for pupil needs as required e.g. Wheel Chair, Handling Courses etc. as required.</p> <p>SBM/ class teachers to make sure Health Plans are drawn up</p>	On-going Reviewed on a regular basis Summer 2018	
Appropriate one to one supervision for pupils with additional needs throughout day	SENCo to liaise with county to secure one to one support during lunchtimes for specific children as required	Ongoing		
Educational excursions for pupils with disabilities	SENCo to liaise with the LEA to secure appropriate transport for any wheelchair bound pupil -this will ensure that they can participate fully in all learning experiences	Ongoing and as pupil roll changes		
Planning for children with disabilities	Class teachers to involve SENCo at early stage when planning class trips Head and SENCo and phase leader to look at each individual case. Seek specialist advice Liaise with parent all through the	Ongoing		

	process. Teachers and support staff receive appropriate training to ensure they have the skills and confidence to manage pupils' needs			
Ensure accessibility is discussed on a regular basis	Agenda item at Full Governing Body Meetings	Annual Review Schedule		

Part 2 Improving the physical environment for disabled pupils, parents and visitors.

What is impairing access	Location	Priority		action/solution
No ramp access for Key Stage 2 to side yard. Access limited by one shallow step.	Key Stage 2 to side playgrounds.	Autumn 2018		Graduated path to replace step to ease access.

Part 3 Improving the information to disabled pupils and parents

What information	Current process	Priority/time scale	Actions/ solution	Impact
Information on everyday events in school	Information goes out via Newsletters Key information and reminders via Parent-mail texting system/ See-Saw for FP School Twitter account gives 'information stream' School Website	Ongoing	Develop staff and pupil skills to ensure Website contains more relevant information and copies of newsletters Request for information concerning needs of any parents/visitors to school added to newsletters Ascertain the need among parents/carers whether information is required in alternative formats	
Notices at school (office, class windows etc.)	Class based reminders.	Ongoing	Teacher's aware of which parents need verbal reminders Notices would be placed at wheelchair height where needed	
Annual report to parents	Parent Mail text to raise awareness of report. Hard copy available at main office.	Annually	Teachers aware of which parents need verbal reminders. Translation offered to parents if difficulty Ascertain the need among parents/carers whether information is required in alternative formats	
School Prospectuses	Offered to new Parents given in person where visiting school Copies available to anyone on request	Reviewed Annually-Autumn term & update in Spring term	Prospectus updated when required Ascertain the need among parents/carers whether information is required in alternative formats.	
New pupil / parent with disability	Early contact requested liaison with Headteacher and SENCo, Education psychologist specialist teachers or other professionals involved early for planning	when needed	Liaison with LEA whenever disabled pupil seeks admission Headteacher to discuss specific access issues with disabled parent Amend Home School Agreements and admission forms to include information	

