



Marchwood Church of England Infant School

Accessibility Plan

Headteacher: Lucy Chambers

Date approved: March 2022

Signed: 

Review due: March 2025

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to set out the proposals of the Governing Body of Marchwood C of E Infant School to provide access to education for disabled pupils in the three areas required by the Equality Act.

- 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 and associated services
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to developing a culture of awareness, tolerance and inclusion within our school. 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. This includes seeking and following the advice of LA services such as specialist teacher advisers, SEN inspectors/advisers and appropriate health professionals from local NHS trusts.

Definitions

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long term' effect on their 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.

Legislation and statutory requirements

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

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

Increase access across the curriculum for pupils with a disability					
Current good practice	Target	Actions	Resp	Timescale	Outcomes
- Differentiated curriculum offered to all pupils. - Resources are tailored to the needs of pupils who require support to access the curriculum - Curriculum progress is carefully tracked for all pupils and barriers to learning and how to address these are regularly considered and reviewed for impact. - Appropriate targets are set for pupils with additional needs. - The curriculum is reviewed to ensure it meets the needs of all pupils - Range of resources in place to support specific needs and disabilities (e.g. resources to support a sensory diet) - Staff have a good awareness of a range of needs and disabilities and how to support them. - Areas of need class maps created, with specific advice on what staff can do to support children. This is supported by an extensive list of quality first inclusive teaching techniques that staff can use to support individual needs.	Continue to ensure the curriculum is effectively differentiated to take account of individual learning needs of all pupils	Staff to ensure planning is differentiated to consider the learning needs of all.	All staff	ongoing	Pupils make good progress in their learning with an appropriate curriculum and task design matched to needs.
	Raise the profile of disabilities and promote positive attitudes to these	Curriculum resources include examples of people with disabilities	All staff	Ongoing	Pupils develop positive attitudes to disabilities and ableist language/ thinking is challenged
	Continue to review and develop the curriculum to meet the needs of all pupils	Annual review of curriculum long term overview. Review of effectiveness of each mid term learning journey after it is taught.	Year groups	Ongoing/ annually	Curriculum meets the needs of pupils.
	Further develop a range of learning resources for children that are tailored to different disabilities and SEN	Audit resources currently available and ensure they match the needs of our existing pupils.	SENCo	Summer 22	A range of learning resources are matched to pupils' needs.
	Continue to develop staff skills and understanding in how to support children with specific disabilities and SEN needs	Further training on specific disabilities and further resources/strategies that can be used to support pupils	SLT for all staff	Ongoing, as required to support understanding of individual needs	Staff have a greater understanding of specific needs which means they are more confident to meet needs. Induction and transition arrangements supports identification of individual pupil needs and training requirements.
ELSA to support mental health and emotional needs	To continue to improve and extend our provision to manage mental health and emotional needs.	Establish mental health practitioner to support and supplement the work of ELSA in supporting children with mental health and emotional needs Train staff on understanding mental health needs, children's wellbeing and anxiety in more detail.	ELSA SLT for all staff	ongoing	Staff have an increased range of strategies to support mental health needs.

Improve and maintain access to the physical environment					
Current good practice	Target	Actions	Resp	Timescale	Outcomes
- School is all on one level and accessible for pupils in wheelchairs or with mobility problems - Corridors are adequate width - Accessible toilet - Disabled parking bay - Communication friendly spaces principles used to support pupils	Ensure access around the inside and outside of the school building	Maintain external pathways around school. Ensure internal corridors are free of obstructions	Site staff All staff	ongoing	There is easy access around the interior and exterior of the building
	Ensure that the site is accessible and all reasonable adjustments are made	Site audit by H+S governor, HT and SENDCo	Site staff/Head teacher and governors Property Services	ongoing	The site is accessible and required reasonable adjustments are identified and planned in. Planned improvements take account of access.
	Ensure redecoration supports the needs of visually impaired pupils	Ensure there is a clear distinction between the colours of walls and door frames when redecorating	Site staff/Head teacher	ongoing	Visually impaired pupils are considered and paint choices support clear contrast between walls and door frames. This is considered as part of all redecoration
	Upgrade the fire alarm to include visual and auditory to support those in the vicinity with hearing impairments	Review and upgrade as fire alarm is upgraded	Property Services		Fire alarm supports vulnerable individuals with hearing impairments
	To ensure that PEEPs are in place for all pupils who need them	Ensure that PEEPs are written for all children who need them at the earliest opportunity and these are drilled and updated according to need.	Senior Leadership Team	ongoing	All vulnerable pupils requiring additional support for evacuation have a personal evacuation plan in place. Drills ensure the effectiveness of the PEEPs.
Improve the delivery of information to pupils with a disability					
Current good practice	Target	Actions	Resp	Timescale	Outcomes
- Visual timetables and picture/symbol communication systems - Internal signage	Ensure that all information used in teaching is presented in an appropriate format for pupils' needs	Modify resources and worksheets – coloured overlays for dyslexic pupils, enlarge print, simplify language, support with picture symbols, use audio/ICT equipment	All staff	ongoing	Resources are in accessible formats for pupils.
- Information presented via website with high visibility and translation options available. - Information is available in hard copy	Ensure communication meets the needs of parents/carers.	Review of information on website Review of need/provision of information in other formats (large print, audio recordings of key info) Use principles of Campaign for Plain English in correspondence	Head teacher	ongoing	All parents/carers are well informed and able to access the information they need in a format appropriate for them.

