

Marshland St James Primary & Nursery School



Accessibility Plan

At Marshland St James Primary & Nursery School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Marshland St James Primary & Nursery School is committed to providing an environment that enables full curriculum access that values and includes all pupils, 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 developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Marshland St James Primary & Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Marshland St James Primary & Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Health & Safety Policy
- School Improvement Plan
- Premises Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Estates Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

A plan of the school buildings showing areas of accessibility is shown in Appendix 1 (attached as a separate document)

Marshland St James Access Plan: The School Environment

To improve the physical environment of the school to increase the extent to which the disabled pupils can take advantage of education and associated services.

	Objective/Target	Strategies	Responsibility	Timescale
Short term	Improve the physical environment of the school environment	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site premises such as improved access, lighting, colour schemes and more accessible facilities. New path to enable access to outside area in little stars Ongoing decoration program	HT Governors SMT HT HT	Ongoing throughout 2016-2017
	Ensure stimulating environments for all children	Colourful, lively displays in classrooms that involve and support learning.	Class teachers TAs	Ongoing throughout 2016=2017
	Ensuring that all with a physical disability are able to participate fully in all areas of the curriculum.	Review of classroom layout and seating positions to ensure access for all. Differentiated curriculum Purchase of technology to enhance learning such as iPads	Class teacher IT technician	Ongoing throughout 2016=2017
Medium Term	To improve community links	School to continue to build strong links with other DEMAT schools. Support community projects such as new village hall Actively encourage families to take	Governors Headteacher School council	Ongoing throughout 2016=2017

		part in school life.	Parish Council	
	To continue to develop the playgrounds and facilities.	<p>Review of current ground use</p> <p>Development of lunchtime monitors to encourage positive play.</p> <p>Developing forest school informally through EYFS</p>	<p>Governors/ Premises committee</p> <p>MSAs</p> <p>EYFS teacher</p>	Summer 2017
	To ensure car park, front of school and paths around the school are as safe as possible.	<p>Communication with parents via safety messages, letters</p> <p>Road safety training in KS1</p> <p>Bikeability training at Y4 and Y6</p>	<p>HT</p> <p>Governors</p> <p>TA's</p>	Ongoing throughout 2016=2017

Marshland St James Access Plan: The School Curriculum

To increase the extent to which disabled pupils can participate in the school curriculum.

	Objective/Target	Strategies	Responsibility	Timescale
Short term	To liaise with nursery provider to review potential intake for September 2017	To identify pupils who may need additional or different provision for Sept 2017 intake	HT EYFS teacher	Ongoing
	To liaise with secondary providers to review transition procedures.	To pass on information about SEN children, to liaise with MHS regarding transition data and arrangements	HT / Y6 teacher	Summer term 2017
	To establish close links with parents	To ensure collaboration and sharing between school & families through Parents evenings, stakeholder feedback, individual plans, website, Direct link to DEMAT website from school website.	Staff to liaise with parents formally and informally through meetings HT/ Governors to target stakeholder feedback through questions and responses.	Ongoing
	To establish close liaison with outside agencies for pupils with on-going health needs. EG children with severe asthma, diabetes or mobility issues	To ensure collaboration between all key personnel eg SENco , school nursing team, Rosebery centre, Educational Psychologist, family support worker.	HT Outside agencies	Ongoing throughout 2016-2017
	To ensure full access to the curriculum for all children.	Differentiated curriculum with alternatives offered,a range of support staff including trained teaching assistants. Specific equipment sourced when appropriate, use of multi media and interactive technology.to support most curriculum areas.	Teachers SENco Educational Psychologist Short stay school	Ongoing
Medium Term	To finely review attainment of all SEN pupils	SENco/ class teacher meetings , Pupil Progress meetings	SENco	Termly

		Assessment Tracking Systems Regular liaison with parents.	Class teachers	
	To monitor attainment of Able, G&T pupils	Policy on able G&T list to be updated. Monitor able G&T list	HT Class teacher	Ongoing annually
	Training for designated TA's as appropriate	Ensure that staff training is available when required for any health issue	First aid training for appropriate staff Attendance at SEN Meetings and conferences (DEMAT, Cluster, LA) by appropriate staff	Ongoing throughout 2016-2017

Marshland St James Access Plan: Access to information normally provided in written form

To improve the delivery of information to disabled pupils and parents.

	Objective/Target	Strategies	Responsibility	Timescale
Short term	To improve access to written information for pupils, parents and visitors	Range of communication forms used for passing information on EG Phone calls, teacher contact, planned liaison time, parent feedback	Office staff SMT Class teachers TAs	Ongoing throughout 2016-2017
	Ensuring pupils and parents with language difficulties are able access all relevant information	Identification of parents who require further support Teacher support, verbal communication	Office staff SMT Class teachers TAs	Ongoing throughout 2016-2017
Medium Term	To review childrens records ensuring schools awareness of any disability.	Information collected about new children. Identification of needs of student joining the school Records passed up to each class teacher End of year teacher liaison meetings identify key children.	Class teachers HT Outside agencies	Annually