

Marshfield Primary School



Accessibility Policy & Plan

School Name:	Marshfield Primary School
Plan Date:	November 2024
Review Date:	November 2025
Approved by Governing Body date:	2 nd December 2024

Marshfield Primary School Accessibility Policy and Plan



Introduction/Aim of the Plan

This Accessibility Plan is drawn up in compliance with current legislation¹ and requirements. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Key Objective of the Plan

The purpose of the accessibility plan is 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. The plan is developed around three planning duties: Improving Access to the Curriculum; Improving the Physical Environment and Improving Communications. The plan also takes account of the need to involve pupils in making decisions which are likely to affect them.

Equality Act 2010 Statement

It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- direct discrimination, for example refusing admission to a student because of disability
- indirect discrimination, for example only providing application forms in one format that may not be accessible
- discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation, for example suspending a disabled student because they've complained about harassment

Reasonable adjustments

Schools and local authorities have a duty to provide reasonable adjustments for disabled pupils. This duty requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school and enjoy the other benefits, facilities and services which the school provides. Schools are not subject to the reasonable adjustment duty to make alterations to physical features as this is a Local Authority responsibility. The buildings must be made accessible for disabled pupils as part of their overall planning duties

Definition of a disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

¹ 2010 Equality Act – Schedule 10, Section 88

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.

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 Disability Discrimination Act 1995 (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 3 separate locations around the school. These were specially adapted by the Local Authority. There is a mechanical changing unit in the disabled toilet in the lower school.
- Low level sinks are also available in lower school 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.

Access to the curriculum

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.

Staff training and 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.

Equal Opportunities

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity

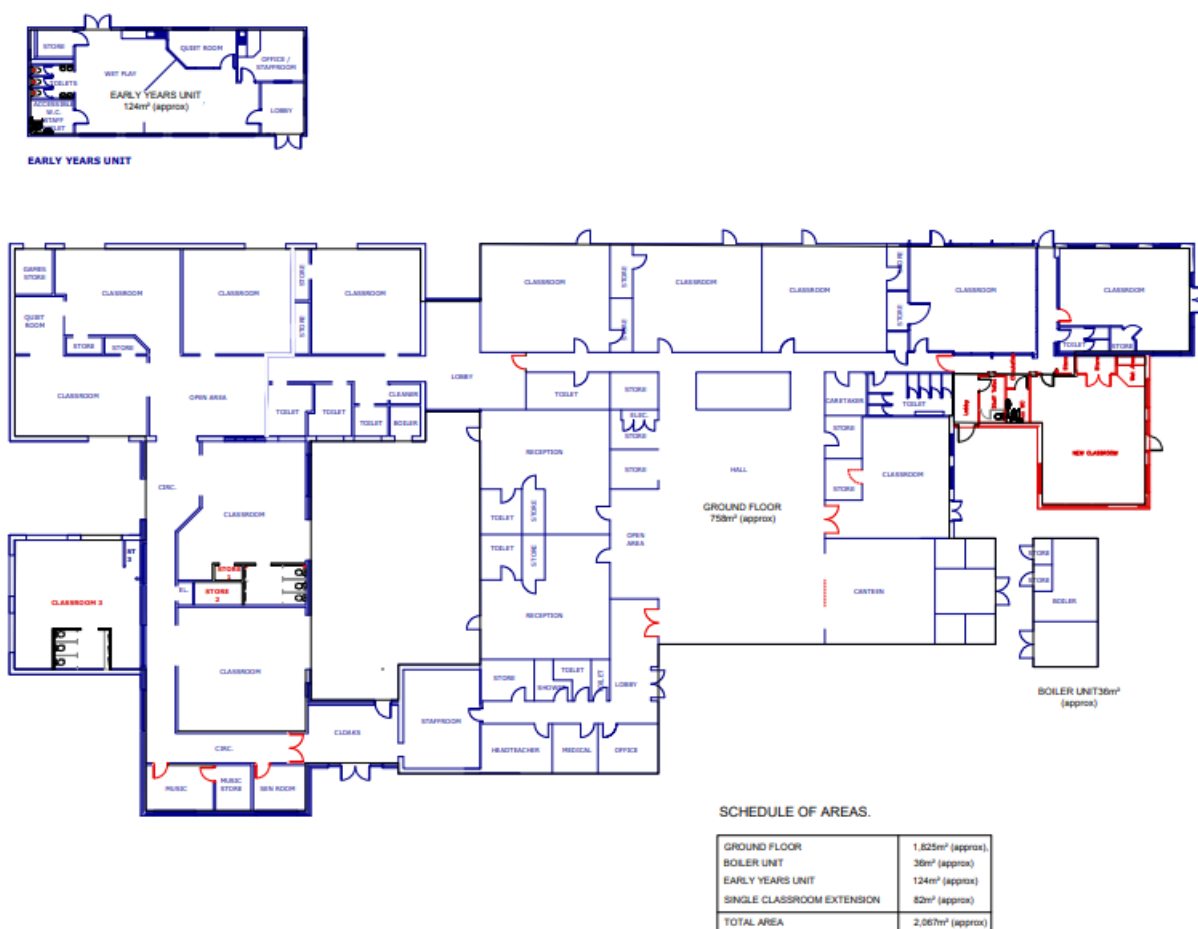
Curricular and extra-curricular access

Target	Strategy	Time-scale	Responsibility	Impact
Increase staff awareness of how to respond to the needs of pupils with a range of disabilities to be assessed, e.g., visual/hearing impairment, language/speech therapy, dyslexia, etc.	<ul style="list-style-type: none"> o Be aware of staff training needs. o ALNco to provide specialise training, resources and support for all staff o Advice and support from specialist teachers and professionals where / when needed o Staff assigned to support children with specific needs have appropriate training 	On-going / when needed	Class teacher ALNco	<p>Raised staff confidence when planning and supporting children with disabilities within their classrooms / school environment.</p> <p>All TAs will be able to meet the complex needs of individuals they directly support which will impact positively on the pupils' wellbeing and social and academic progress.</p>
Identified staff and leadership team members to receive Team Teach training	<ul style="list-style-type: none"> o Organise the delivery of Team Teach training through Newport LA 	Spring term 2025	ALNco	Trained staff are authorised to use physical Intervention.
Continue to plan for and provide a range of high quality extra-curricular and educational excursions that support the needs and are accessible for all learners.	<ul style="list-style-type: none"> o Class teacher to arrange meeting with school ALNco prior to the planning stage of extra-curricular activity / educational excursions. o ALNco to provide advice and support in the writing and planning of additional risk assessments o Meet with families prior to trip taking place to discuss risk assessments and possible provisions. o Additional risk assessments personal to child to be complete and included in EVOLVE process (if required) o Ensure each new venue is vetted for appropriateness and relevant risk assessments completed on Evolve system. 	On-going	Class teacher ALNco	All pupils able to access high quality extra-curricular activities and educational excursions.

Building Access (Physical Environment)

Target	Strategy	Time-scale	Responsibility	Impact
Installation of additional disabled toilet in admin block.	<ul style="list-style-type: none"> Newport LA to fund the installation of disabled toilet and ensure DDA compliant. 	Autumn term 2024	Head teacher / Business manager	Disabled access for staff, visitors and families at the front of the school.
Ensure all disabled pupils can be safely evacuated	<ul style="list-style-type: none"> Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure that all staff are aware of their responsibilities 	Spring term 2025	Class teacher ALNco	All disabled pupils and staff working alongside them are safe in the event of an evacuation process.
Ensure all fire escape routes are safe and accessible for all.	<ul style="list-style-type: none"> Make sure all areas of the school have wheelchair access (from classrooms / school exits/entryways) 	Summer term	Caretaker / Business Manager	All disabled staff, pupils and visitors have safe independent egress

School map with accessibility points



* INDICATIVE PLAN ONLY.

** DO NOT SCALE