Original Date Written	Latest review	Date for Review
September 2019	September 2026	September 2028

Marlborough St Mary's CE Primary School

Accessibility Statement and Plan

Together we believe, learn and achieve

MARLBOROUGH ST MARY'S CE PRIMARY SCHOOL

Accessibility Statement and Plan

Our Vision is of an inclusive, happy and successful school at the heart of the local community. Together, our families and staff help our children to become confident, independent learners that care for themselves, each other and the environment around them. Be brilliant, be bold, be kind and together we will believe, learn and achieve.

Under the Equality Act 2010 schools should have an Accessibility statement and plan. 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 listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Marlborough St Mary's Primary School, the Plan will be monitored by the Headteacher and evaluated the Teaching and Learning Committee.

At Marlborough St Mary's Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims:

Our Aims are to continue to:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- Improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies. Progress and outcomes will be reviewed annually.

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. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored by the Headteacher. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) Marlborough St Mary's Primary 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The Marlborough St Mary's Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Marlborough St Mary's Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes 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 (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).

- 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

- Where needed, adapt the delivery of written and verbal information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to 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.

- Assist, where needed, those families who have English as an additional language. For example, the school will assist children who have arrived from non-English speaking cultures by producing bilingual documentation, bilingual messaging services and translators. The school also purchases support from the LA's EMTAS service.

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

- Health & Safety Policy
- Special Educational Needs Policy and SEND Information Report
- Medical Conditions Policy
- Off Site Visits
- Single Equalities
- Equality Information Objective
- EAL

- Behaviour and Inclusion Policy including 5 To Thrive
- School Early Help offer

5) The Accessibility Plan for physical accessibility relates to the Accessibility Audit of the School, which remains the responsibility of the governing body. 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.

6) 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.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

Every effort is made to ensure children with disabilities can access all parts of the school grounds- for example, a concrete path has been laid to allow wheelchair users to access the poly tunnel. There are some areas however such as the wild area and the roundhouse that are currently inaccessible. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

In addition, to promote better access to the curriculum and school life:

Five to Thrive School: Marlborough St. Mary's is a Five to Thrive flagship school and our behaviour policy is closely aligned with the Five to Thrive approach. All staff have undertaken the Five to Thrive Training and can refresh their knowledge through online resources at any time. Five to Thrive techniques enable staff to help children be better regulated.

Marlborough St Mary's Early Help offer: Provision maps are in place for each phase and the Resource Base classrooms, outlining a range of resources which are on offer either to all children universally (e.g. ear defenders, regulation stations, access to a sensory circuit), or depending on the needs of individual children on a targeted or specialist basis (e.g. Forest School, Emotional Literary Support Assistant – ELSA, Speech and Language Therapist - SALT)

English as an Additional Language (EAL): staff and families are supported by an EAL lead who has developed a bespoke EAL policy & corresponding range of resources.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in

a range of different formats available for disabled pupils, parents and staff as needed and where possible.

Access Audit

The school is housed in a single one storey building, which opened in 2017. The school has dedicated disabled parking. There are disabled toilet facilities available. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To provide training and resources for staff to deliver OAP as part of our universal offer to all children	• Regular CPD in Staff Meetings • Learning and provision walks supported by the MISA	Sept 27-July 28	SENDCO	Provision across the school meets the needs of children under universal support
To create a new OAP Provision Map for the Nursery	• Audit conducted of current provision and need • Resources and training supplied by in-house experts at hand • Review of provision and environment by MISA and SENDCO	Oct 27-July 28	EYFS Leaders SENDCO	Clear EYFS1 Provision Map created Provision in setting matches map and meets the needs of the children in setting
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT & Governors	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	Ongoing	SLT, SENDCos, Pastoral Team and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning

To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT/SENDCos, Pastoral Team all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning

To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENDCo and all teaching staff, extra-curricular service providers and educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made

Aim 2: To improve the physical environment of the school to increase the extent to which pupils and adults with a disability, medical condition or other access needs can access the environment, education and associated services.

Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
Improve the physical school environment	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	SLT, site manager and governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Include accessibility on annual premises walk	Review existing arrangements and make necessary alterations and additions	Annually	Governors, SBM, site manager	To ensure ease of access is maintained
Ensure safety of children and adults by ensuring that reasonable adjustments are made for pupils and adults with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. Highlight stairs or dangerous steps with high visibility	Ongoing	SLT, SENDCo, all teaching staff and site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

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Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing	Ongoing	SLT, teachers, admin team and SENDCo	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.