

# Accessibility Plan

## Great Marsden St John's Primary - A Church of England Academy.



**Noted by LGC :**

LGC

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### **1. Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- ❖ 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, benefits, facilities and services provided
- ❖ Improve the availability of accessible information to disabled pupils

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Great Marsden St John's Primary - a Church of England Academy, adopts a 'whole school approach' to SEND and all staff work to ensure inclusive practice. The academy is committed to ensuring that all children can fulfil their potential and achieve optimal educational outcomes.

We aim to offer an inclusive environment in which children receive an outstanding education whatever their ability or need. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation and want all our children to feel that they are a valued part of our academy community.

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

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. As part of the Cidari Multi Academy Trust, we have strong partnerships with our fellow

academies and the central team. Good practice is shared, building maintenance and compliance carefully monitored, statutory requirements implemented and high standards of classroom delivery expected. As a Church of England Trust, the core principles are rooted in Christian values and distinctiveness.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## **2. Legislation and guidance**

This document 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](#).

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

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

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM - CURRICULUM ACCESS	CURRENT GOOD PRACTICE	EVIDENCE	ACTIONS TO BE TAKEN
Increase access to the curriculum for pupils with a disability	Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	CPD file. External agency written reports and advice – for example, educational psychologist, specialist teachers etc,	SEN CPD as and when required. Led by SEND Lead or outside agency.
	Pupils with emotional, social and behavioural difficulties are supported in school.	A carefully monitored behaviour system is in place. However, for those children for whom additional support is needed, a bespoke behaviour plan will be written and shared with pupils and parents / carers.	Bespoke behaviour plans written when needed.
	Classrooms are optimally organised for disabled pupils.	Specialist teachers and other outside agencies liaised with to ensure high quality provision.	Change, adapt and adopt as the needs of individuals change over time.

	<p>Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs.</p> <p>All children on the SEN register have IEP's which contain individual targets. These targets are worked on a 1:1 basis through the week.</p> <p>All pupils are encouraged to take part in music, drama and physical activities.</p> <p>Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.</p> <p>ICT equipment is suitable for current needs within school</p>	<p>Lesson observation records. Lesson Plans</p> <p>IEP monitoring sheets</p> <p>Full inclusion, extra-curricular clubs, church visits, concerts, performances etc.</p> <p>All staff are aware of needs. Appropriate applications can be made for SATs- readers/scribes/extra time can be applied for.</p> <p>All children access the ICT curriculum.</p>	<p>Continue to implement personalised learning when appropriate.</p> <p>Monitor the Plan Do Review cycle working with SMART targets.</p> <p>Appropriate registers to be kept to monitor participation of SEND pupil group.</p> <p>Equipment can be fitted with additional software/hardware to allow access for disabled pupils as and when appropriate.</p>
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	<p>School visits are accessible to all pupils, regardless of attainment or impairment.</p> <p>All staff have high expectations for all pupils</p> <p>All staff strive to remove barriers to learning and participation &amp; value pupil voice.</p>	<p>See Educational Visits policy – consultations with parents as appropriate. All risk assessments include info re. Disabled pupils. H&amp;S policy</p> <p>Lesson Observations, tracking &amp; target setting in place.</p> <p>Lesson observations, IEP Reviews, Weekly staff meetings (Regular TA, &amp; SLT meetings) School Council</p>	<p>Continuing CPD</p>
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AIM - CURRICULUM ACCESS	CURRENT GOOD PRACTICE	EVIDENCE	ACTIONS TO BE TAKEN
<p>Increase access to physical environment for pupils with a disability</p>	<p>The layout of areas such as classrooms, hall, library, dining hall, reception, playground &amp; field allows access for all pupils. There are no barriers to access caused by doorways, stairs, and steps.</p> <p>Disabled Toilet facilities have sufficient room to accommodate a changing bed &amp; toileting chair.</p> <p>Pathways around school are safe and well signed.</p> <p>Parking arrangements for all are logical and safe and have ramps to access the main school entrance and grounds.</p> <p>Emergency and evacuation systems INFORM ALL pupils.</p> <p>Signs are uncomplicated, and unambiguous.</p>	<p>The entrance area has double doors wide enough to accommodate a wheelchair. All KS1 and 2 classrooms are on one level. Where necessary there are ramps leading into all external doors from outside with the exception of the year 2 doorway. Here there is an alternative entrance.</p> <p>Installation of fully equipped disabled toilet.</p> <p>Good signage. Well laid paths</p> <p>Clearly marked disabled parking bay.</p> <p>Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adults.</p>	<p>Daily checks to ensure access has not been blocked.</p> <p>Pull cord fitted</p> <p>Review disabled parking facilities in visitor car park.</p>

	All areas are well lit.	See signage around school.	
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	projectors / PowerPoint presentations etc	Website updated regularly & regular newsletter sent to all parents. Use of Social Media and Google Classroom to reach as wide an audience as possible. Text messaging in home language	
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#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher in collaboration with the Health and Safety Governor and the TRUST.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy