



MARVELS LANE PRIMARY SCHOOL

Be The Best That You Can Be

ACCESSIBILITY PLAN 2020-2023

Here at Marvels Lane we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from September 2020 - September 2023.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Plan will contain the relevant actions that aim to:

- ~Continue improving awareness of **Equality and Inclusion**.
- ~Improve access to the **Physical Environment** of the school, adding specialist facilities as necessary. This includes changes to the physical environment of the school and addition of physical aids to facilitate access to all aspects of education.
- ~Improve access to the **Curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as all pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum.
- ~Develop the delivery of **Written Information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events.

Equality and Inclusion

Targets	Strategies	Timeframe	Achieved
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Add this policy to the list of School Policy Requirements Ensure continued adherence to current legislation.	Annually reviewed	
Continue with a programme of training to ensure awareness of equality, inclusion and disability issues.	Equality & Diversity – School Improvement Plan Priority Implement SIP Action Plan including training for all stakeholders	Training to be on going	

Access to Physical Environment

Targets	Strategies	Timeframe	Achieved
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Continue to considers options for changes ~ to playground to allow wheelchair access from middle to bottom playground. ~to entrance on side of main building to allow wheelchair access to playground and children's centre	Long term as part of any significant building work	
To check maintenance and upkeep of improvements to physical environment such as lift, disabled toilets, ramps, electric changing bed, sensory equipment	Specialised equipment will be regularly monitored, maintained and kept in good working order. Site manager and Headteacher to ensure checks and maintenance as frequent as appropriate.	Ongoing	
Ensure all disabled pupils can be safely evacuated All disabled pupils and staff working alongside are safe in the event of a fire (or other evacuation emergency)	Use a system of PEEPS (Personal emergency evacuation plans) to ensure all staff are aware of their responsibilities in relation to disabled pupils	As required SENCO	
To ensure that the medical needs of all pupils are met fully within the capability of the school in order to ensure equality of access and participation.	~To work closely with parents and external agencies ~Individual Health and Care Plans to be reviewed annually or sooner as needs change. (See inclusion and medical conditions policies) ~All Individual Health and Care Plans will be agreed with all relevant parties.	Ongoing	

Access to Curriculum

Targets	Strategies	Timeframe	Achieved
CPD for teachers and support staff on different aspects of SEN, including differentiation	SENCo to annually review the needs of all children with specific/additional needs and provide the relevant training and/or resources to facilitate access to all areas of the curriculum	Annually- September	
All out-of-school activities are planned to ensure the participation of all pupils	Ensure that all out of school provisions (including wraparound care, enrichment clubs, off site visits, residential) adhere to statutory legislation and requirements and all reasonable adjustments are made.	Ongoing	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike	Look at the layout of any furniture and specialist equipment to support access on an individual basis. Ensure space available for wheelchairs, walking frames etc so that access is possible and lessons are unaffected.	Ongoing	
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required	SENCo and DHT will ensure that all appropriate testing materials and access arrangements are applied for. All pupils will have their individual needs met	Annually(March) - as per deadlines given by ARA	
Review PSHE curriculum and update as needed	~Review and update Relationship Sex Education policy in line with new legislation ~Updated scheme of work in place for PSHE ~All teachers trained to use new scheme	Summer term 2021	

Access to information

Targets	Strategies	Timeframe	Achieved
Explore availability of brochures, newsletters and other information for parents/carers in alternative formats and/or languages. Availability of other written material in alternative formats also.	Review all current school publications and explore the availability in different formats for those that require them. Explore translation software. Information to be given verbally to parents for whom we are aware that illiteracy is an issue. Where information in other languages is not available, enable alternative arrangements including access to local or official translators.	As required	