

Accessibility Plan 2021

Approved by the Local Governing Body on: 29 November 2021

To be reviewed: October 2024 (Plan should be reviewed every 3 years)

At Marfleet Primary 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. On behalf of the Ebor Academy Trust, School Governors ensure 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.

Via the Local Governing Body, the Ebor Academy Trust 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

Marfleet Primary 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 Marfleet Primary's 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 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.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body and the Ebor Academy Trust. 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 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 monitored through the Ebor Academy Trust with the Estates and Facilities Manager leading on this.

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

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.

The priorities for the Accessibility Plan for our school were identified by:

- **Ebor Academy Trust via the Executive Headteacher/Estates and Facilities Manager**
- **Headteacher**
- **SENCo**
- **School Business Manager**
- **Site Manager**

A plan of the school buildings showing areas of accessibility is shown below

Site Map



Physical Access

Improving access to the physical environment of the school including adding specialist facilities when needed. This covers improvements to the physical environment of the school and physical access aids to access education within a reasonable timeframe.

Access Report Ref.	Item	Activity	Person(s) responsible	Timescale	Cost
1.1	Continual inspection and maintenance of existing level access/egress/internal navigation of Estates. Continual inspection and maintenance of accessible facilities.	Estates & Facilities Manager to continue being proactive with monitoring and reporting and to ensure any access issues continue to be categorised as “immediate” priority	Estates & Facilities Manager	Ongoing	
1.2	Toilets to be accessible	Review by Head Teacher, Deputy Head Teacher, School Business Manager and Facilities Manager	As opposite	Ongoing	
1.3	Emergency processes	Facilities Manager to update fire safety file with latest versions Emergency evacuation procedure to be updated when necessary	Facilities Manager, Head Teacher, School Business Manager	Start of each term/when needed	

1.4	Accommodate pupils' progression through year groups	New class Teacher/ Head Teacher to review layout of classrooms and applicable communal spaces and advise Facilities Manager of physical changes required	Individual pupils' new Teacher, Head Teacher, Facilities Manager	End of each school year	
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Teaching and Learning Access

Increasing access to the curriculum for pupils with a disability. Ensuring that pupils with a disability are equally prepared for life as our pupils without a disability. This covers teaching and learning, and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities and school visits. It also covers the provision of specialist or auxiliary equipment which may assist pupils in accessing the curriculum.

Access Report Ref.	Item	Activity	Person(s) responsible	Timescale	Cost
2.1	Children identified as having SEND will have a Pupil Passport	EHCP's and MSP's are formally reviewed annually with parents but are informally reviewed regularly as they are working documents. Pupil Passports are created and reviewed termly	SENCO to coordinate with Teachers/TA's/ children and parents/ carers	Ongoing	
2.2	Children with SEMH needs that may be concurrent with other needs will have additional provision.	A range of bespoke activities is planned and delivered by the Wellbeing Team.	Pastoral lead/SENCO to liaise over Provision map	Reviewed termly	

2.3	Children with SEND will have barriers removed and scaffolds put in place to facilitate learning	All children in KS1 and KS2 have chrome books available. This enables alternative method of recording and differentiated work. Children have access to scaffolds to support them. Other resources such as blue books are provided.	Teachers	Reviewed termly	
2.4	Children with SEND will have visuals to help them feel happy and safe in School	Visual timetables used to help children understand the structure of the day	Teachers	Ongoing	
2.5	Children with SEND are included in the wider curriculum.	Risk assessments are carried out for trips. Teachers adapt provision for children who need it.	Teachers	Ongoing	

Accessing Information

Improving the delivery of written information to students, staff, parents and visitors with disabilities, including hand-outs, visual timetables, textbooks, information about the school and events, and print-outs from the school website of any information needed. The information should be made available in the preferred format and within a reasonable timeframe.

Access Report Ref.	Item		Activity	Person(s) responsible	Timescale	Cost
3.1	Discuss access of information rights during all Education Health and Care Assessment Request meetings	Parents and Guardians informed of access to information laws and regulations so that they understand what they are consenting to	SENCO	During the EHCP process as necessary		
3.2	Identify non reading parents and make arrangements available to them so that they have access to information	Ensure information reaches all parents in a way that they will be able to read and understand	SENCO/ Teaching Staff/Admin Staff	As necessary		
3.3	Update inclusion information on website	So parents/carers (current and prospective) have access to all information regarding inclusion at Marfleet Primary Academy	School Business Partner	Annually		