



**Marshfield CE VC Primary School**

'Learning Together, Inspiring Each Other, Achieving Our Best'

# Accessibility Plan

Ratified by Governing Body on	Date: 15/11/22
Due for review	Date: October 2025

# Accessibility Plan 2022



## Marshfield CE VC Primary School

*Learning together, inspiring each other, achieving our best*

Marshfield CE VC Primary School is committed to the principle that all pupils realise their potential through a broad and balanced curriculum regardless of specific need. We are committed to take positive action in line with the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

*We do not “Unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.”*

Within the terms of the Equality Act 2010, the term ‘disability’ is defined:

*“A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.”*

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to the underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. ADHD, ADD ASD etc.

At Marshfield CE VC 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. This sits in line with our school vision as a Church School.

We are 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.

### **Aims of the plan**

The Plan sets out the current strengths and proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010:

- **Increasing the extent to which disabled pupils can participate in the school curriculum.** This includes 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 these pupils in accessing the curriculum. Improving teaching and learning lies at the heart of the school's work therefore through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school.
- **Improving access to the physical environment of the school.** This includes improvements to the physical environment of the school and physical aids to access education. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.
- **Improving the delivery of information to pupils and/or their parents and carers with disabilities.** The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

The school also recognises its responsibilities towards disabled staff and will:

- Ensure that all people with disabilities are given equal opportunities during the recruitment process.
- Ensure that any staff with disabilities are supported with special provision to ensure that they can work effectively without barriers.
- Where necessary, make reasonable adjustment to enable staff to fully access the work place.

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

- School Ethos and Vision statement
- SEND/Inclusion Policy and Information report
- Anti-Bullying policy
- Educational Visits policy
- Equalities Policy and Objectives
- Health and Safety Policy
- School Improvement Plan

The Plan will be monitored through the Finance, Staffing and Premises Governors. The school will work in partnership with the Local Authority in developing and implementing this plan. The Plan will be monitored by Ofsted as part of their inspection cycle

## Panning duty 1: Physical Environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Priority	Strategies/Action	Resources	When	Outcome	Review
Short term	All out of school activities and clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Risk assessments undertaken	Specialist equipment purchased or borrowed to enable access when required.	On-going	Increased participation to clubs on offer by all pupils.	
	Maintain safe access around school site.	Awareness of flooring, furniture and layout of rooms. Clear contrasting paintwork on doors and skirting boards as well as bold lines to enable visually impaired children navigate the site safely. Hearing loop installed.	Cost of adjustments/upkeep when required.	On-going	Safe, inclusive access for all children and adults around school.	
Medium term	Development of time out spaces	Zone in library and tents for identified pupils	PTA	Autumn 2022-on going	Children who are feeling overwhelmed with have a designated space to use to support positive mental health, emotional regulation and well-being.	
	Playground development	Increase the range of activities available to include multi-sensory and quiet and active zones	Grants and fundraising	Spring 2022-on going	Children have an accessible space to enjoy at playtimes.	

## Planning duty 2: Curriculum

	Priority	Strategies/Action	Resources	When	Outcome	Review
Short Term	Continue to ensure enough CPD opportunities to further improve provision and develop staff confidence and skills in supporting pupils with SEND	Staff audits Training provided to staff members via weekly staff meetings and individual support. Training for teachers on specific SEN issues as necessitated by children in class	Specific resources as identified. SEND cluster funding support.	On-going	Staff skill set and confidence to support a variety of SEND needs is increased.	
	Is the curriculum accessible? Does the curriculum demonstrate diversity with regards to those with SEND?	Audit of curriculum. Continue to investigate 2 year cycle KS1 and system for KS 2 Annual INSET for curriculum planning and continued CPD for leads and teachers	INSET training Staff meeting time On-going support from curriculum lead as well subject specialists (CCT)	Sept 2021-ongoing	Marshfield will offer a full, rich curriculum which is inclusive for all and offers cultural capital and enrichment opportunities.	
	Effective use of resources to ensure access to the curriculum for all pupils	IPads Support staff well deployed Dyslexia friendly classrooms Autism friendly toolkit in place	Staff meetings to continue to update CPD. Adapted resources e.g. writing slopes, adaptive cutlery, reading rulers, different colour papers	Sept 2021-ongoing	Positive impact on children's progress and developing independence. Barriers are identified and addressed in a timely manner Pupils can access school provision	
Medium Term	School trips to ensure they take into account the pupils with SEND and/ or disabilities	Needs of pupils with SEND and/or disabilities incorporated into the planning process with particular consideration to hidden disabilities.	Staff planning time. Visiting venues Accessible transport sourced where applicable	Sept 22-on going	School trips planned are accessible, fully inclusive and enjoyable for all pupils.	
Long Term	Adaptations to the curriculum to meet specific, individual needs of identified learners	Pastoral support for children and Parents/carers Inclusion service advice Therapeutic services such as emotional coaching, forest school, Multi-sensory approaches Personalised timetables and provision where necessitated.	Access to cluster support/external services when needed.  Specialist equipment/training when needed.  Creation of quiet, low arousal working spaces	Ongoing	Pupils with SEND feel safe, supported and are able to feel regulated in school.  Increased access to the curriculum and good levels of engagement.	

Planning duty 3: Information

	Priority	Strategies/Action	Resources	When	Outcome	Review
Short term	Ensure school information is accessible	Review school information shared and the format this takes.  Positive relationships with families	Translation services where required. Google translate feature on website and shared with key families. Dyslexia friendly strategies Autism aware Widgit online	Autumn 22	School are aware of accessibility gaps in how information is shared.	
Long term	School website and Twitter - ensure this is accessible to Parents with SEND, providing information and signposting	Review school website considering navigation and content.	SENCO time Parent survey/meetings to capture their voice	Autumn term 1 2022	Website is fully accessible and a useful source of information for parents/carers	