

Accessibility Policy and Plan 2019

Marish

Academy Trust



Approved by:	Strategic Board	Date: 29 th April 2019
Last reviewed on:	July 2019	
Next review due by: Facilities Lead	June 2021	

1. Introduction

The purpose of this accessibility policy and plan is to ensure that our schools and their curriculum are thoroughly inclusive and all members of the schools' communities can access facilities and wider provision.

2. 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 by removing barriers and obstacles wherever possible.
- 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, so enabling them, as far as possible to follow the same curriculum pathways and have the same extra-curricular experiences as those pupils who are not disabled.

This policy sets out the proposals of Marish Academy Trust to enable access to education for disabled pupils in the three areas outlined above. Our schools aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

Marish Academy Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The Trust supports any available partnerships to develop and implement the plan.

Marish Academy Trust's complaints procedure covers the accessibility plan/policy. If you have any concerns relating to accessibility in school, this policy sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and carers, governors, staff and community members.

3. Vision and Values

At our Trust we;

- make all children feel welcome irrespective of race, colour, creed or impairment.
- have high expectations for all pupils, including those with disabilities and encourage them to participate and achieve in every aspect of school life.
- are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- are committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- identify and remove barriers and respond to pupils' diverse needs so that pupils with disabilities participate in every area of school life.

4. Definitions

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

The definition can also include hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not itself mean a pupil is disabled. It is the effect on the pupil's ability to carry out normal day- to-day activities that has to be considered.

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. This policy complies with our funding agreement and articles of association.

Marish Academy Trust includes:

Marish Primary School, which is a three form entry school with over 800 children on roll and Willow Primary School which is a two form entry school with over 450 children on roll.

The pupils at our schools are from a range of cultural backgrounds with a high proportion, almost three quarters, being from ethnic minorities who may not speak English as their first language. Pupils at the schools have a wide range of needs and a significant number of pupils have statements for special educational needs.

Children without statements, but who have identified disabilities include those with specific learning difficulties, speech and language impairments, hearing and visual impairments and allergies, blood disorder, asthma, eczema and heart murmurs

Provision is made for all children in the school who have identified disabilities to enable them to participate fully in school life.

5. The Main Priorities in the Trust's Plan

Our Aspire School Improvement Plans incorporates the five outcomes in 'Every Child Matters' underlining the Trust's commitment to equal access and opportunities for all children. Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability. The Trust promotes positive attitudes towards disabilities through assemblies, expounding British Values, RSE, PSHE and SEAL curriculum.

We also provide a specialist resource base for up to 55 children with complex needs, situated within the Marish Primary school. All of these children require at least one-to-one support and some require two-to-one support. All of these children spend as much time as possible in the mainstream school environment.

All staff are provided with any specialist training that is required. The Trust's staff works in close consultation with outside agencies such as the Speech and Language and Occupational Therapists and the Sensory Consortium to ensure that the school provides the correct and appropriate provision for each pupil with a disability.

In addition to the above both schools provide a Nurture Room which provides a facility for the care of children with social, behavioural or emotional difficulties by providing a caring family style environment.

6. Improving the Physical environment of the school

Marish Primary School is situated on a large site in Langley, Slough. It consists of an Upper School (Key Stage 2), a lower school (Key Stage 1 and Reception) and a Nursery. The Key Stage 1 and 2 buildings have a ground floor and a first floor. There is no access or exit to the first floors apart from stairs situated in four stairwells.

In order to accommodate physically disabled pupils who cannot use the stairs, we make sure that their classrooms are located on the ground floor. The ground floor of the building has many entrances and exits, some of these are deemed to be fire exits. Out of the 31 exit doors, 11 are suitable for wheelchair and disabled access or exits. All areas on the ground floor in the school can be accessed through these doors. In addition, a wheel chair lift is installed at the level change between KS2 and KS1 as an alternative to using the ramp facility via the main hall.

Willow Primary School is an old single storey school building which has been completely refurbished with new fittings throughout. KS1 and KS2 share the same part of the main building whilst the nursery and reception area is separated by a controlled access corridor. Access is level throughout the school and all doors are wheelchair accessible.

Any new building extension or alterations will always meet the necessary provision for disabled access.

All areas have easy access to disabled and wheelchair accessible toilet facilities.

6.1 Improving Access to Information

Parents and guardians of pupils at Marish and Willow Primary Schools are able to inform the school of any disability that they or their children may have on completion of the school registration contact form. When the needs of the children have been ascertained, the SENCO and key staff in the school ensure that pupils are able to access the curriculum and relevant information. We also check our website regularly to ensure information is easy to find and read.

6.2 Making it Happen- The Plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our approach to the curriculum, extra curricular activities and indeed all learning is described in the Trust's curriculum Policy statement on the website.</i></p> <p><i>But in brief::</i></p> <p><i>Our schools offer a personalised differentiated curriculum for all pupils.</i></p> <p><i>We do whatever it takes to remove barriers to learning.</i></p> <p><i>For example to ensure Resource Base children are able to access swimming lessons we provide an additional member of staff to go into the water with each child¹²¹.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Our community includes made people with disabilities and we view this diversity as a strength.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed annually to ensure it meets the needs of all pupils.</i></p>	<p>One simple objective- complete inclusion.</p> <p>In 2019 we are well on the way to achieving this and simply review the curriculum and children's progress and results annually. If outcomes are exceptional or success is evident</p> <p>So as far as possible children access the curriculum within their own year group with support, or within the resource base, where it is differentiated to meet their individual learning needs. If this is not possible, children might integrate into a lower year group to access specific provision that might be helpful to them eg EYFS free flow or Nursery provision which makes time for a nap in the afternoons.</p> <p>Children on the roll of the resource base access clubs, swimming lessons, trips and annual trip to PGL in Paris</p>	<p>Ongoing curriculum and assessment planning and review</p> <p>Analysis of outcomes- both hard and soft each year</p>	<p>All staff under supervision of leadership team</p>	<p>Review to be completed each summer</p>	<p>All children including those who have additional needs or disabilities achieve exceptional outcomes thanks to unparalleled access to rich curriculum and extra curricular opportunities</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves and raised flower beds at wheelchair-accessible height</i> • <i>Age appropriate EYFS style outdoor learning area for those children who need it although chronologically older</i> 	<p>We have one simple objective- full inclusion.</p> <p>In 2019 we are well on the way to achieving this and our new SEND wing will complete the physical inclusion of the children on the roll of resource base within the heart of the school.</p>	<p>Completion of the Build</p>	<p>External contractors and leadership team including governors</p>	<p>April 2020</p>	<p>All children integrated within Marish school as they already are at Willow</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our Trust uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Pupils using Laptops and tablets to communicate and record their work</i> • <i>Large print resources</i> • <i>Braille/ Makaton/PECS</i> • <i>Induction loops</i> • <i>use of video to model best practice</i> • <i>Visual timetables/ or symbolic representations</i> • <i>Text, email and website communication with families</i> • <i>Google translator and staff pupils translating for each other</i> 	<p>Training more staff in Makaton and teaching all mainstream children to sign songs and basic words/ phrases so that peer to peer communication can improve for new arrivals new to English and for those who are non verbal</p> <p>Use electronic methods of communication with parents and disabled pupils to make it easier for them to access but also to fulfil our aim of becoming a paper communication free trust.</p>	<p>Training courses and cascade to other staff</p>	<p>Leadership team, SECO and governor who is CEO at Makaton</p>	<p>December 2019 then embed as best practice</p>	<p>Pupil/parent questionnaires confirm information on website and in school is accessible and easy to locate.</p>

7.1 Management, coordination and implementation

The Trust has set the following priorities for the implementation of the accessibility plan:

- To ensure that the Accessibility Action Plan is regularly reviewed, evaluated and updated at least annually.
- The Executive Lead (Facilities) reviews the Policy and reports back to the Trust Strategic Board every second year.
- Staff/pupils and parents at the school are made aware of the Accessibility Policy/plan and refer to it when drafting and reviewing policies, linked policies are listed below.

7.2 Getting hold of the policy

The policy will be available on the Trust website.

8 Linked Policies

Teaching and Learning Policy
Inclusion Policy
Special Educational Needs Policy
Single Equality Policy
Health and Safety Policy
Curriculum Policy.

9 Revision History

Version	Date	Author	Comments
1.0	July 2012		
2.0	Feb 2014	WJB	Trust wide compliant, added nurture room
3.0	May 2015	WJB	Minor amendments, added Resource Base
4.0	Sept 2015	WJB	Minor amendments, completion of relocated Nursery
5.0	Apr 2016	WJB	Minor text improvements, increase occupancy of Resource Base to 25.
6.0	July 2019	WJB	Minor text improvements, increase occupancy of Resource Base to 55. Insertion of Plan

10 Approval History

Version	Approved	Comments
1.0	July 2012	
2.0	Feb 2014	
3.0	June 2015	
4.0	Sept 2015	
5.0	Apr 2016	
6.0	Apr 2019	