

# Marwood School Accessibility Plan

*3-year period covered by the plan  
2020 - 2023*

- Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **1. Starting points**

### **1A: The purpose and direction of the school's plan: vision and values**

Marwood School has a strong family ethos and, as in a traditional family, we wish to assist our children to reach their full potential. We aim to work together with parents and carers to remove barriers to learning that prevent children participating fully in school life.

We have high ambitions for all of our pupils including any of our pupils who may be disabled, and we expect them to participate and achieve in every aspect of school

life.

All members of the school community should be aware of the Disability Discrimination Act and its application to schools.

Our priorities are to ensure that:

- all staff are fully aware of the obligation to provide an inclusive curriculum.
- all policies on review are revised as necessary to take account of the disability legislation
- we consult with parents/carers, pupils, staff, governors and other agencies about priorities for increasing access to the curriculum.

### **1B: Information from pupil data and school audit**

**See current data , SEN framework & other**

### **1C: Views of those consulted during the development of the plan**

Parents are invited annually at parent teacher consultation to complete questionnaires.

For those children identified with a Special Educational Need we consult with the individual parent/carer to seek their views on their child's specific needs, both physical and sensory.

## **2. The main priorities in the school's plan**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

As our current disabled pupils have total participation in the school curriculum, our plan is to continue this and to ensure that new pupils are also included.

A team of teaching assistants work alongside the class teacher to support and encourage those pupils with a disability, either individually or in small groups.

A staff member takes small groups of identified children for an Occupational Therapy based programme to help their co-ordination.

All pupils in year 3 / 4 take part in a half-term of swimming sessions, irrespective of disabilities.

All pupils, irrespective of any impairments or disabilities are encouraged to take part in extra-curriculum activities. This includes school trips and residential visits - support is available to ensure that all pupils have the same opportunities.

The use of outside agencies for support, advice and training will continue to be sought in order that staff can be advised effectively.

As a whole school we use SCARF – Wessex Life Education resources and SEAL(Social & Emotional Aspects of Learning) programme for assemblies backed up with classroom resources and activities.

## **2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

The joint school / community hall gives level and sloped access to all parts of the site, except the Thrive room. The hall also has a fully accessible toilet.

Other physical changes will be on-going as and when the school learns of the needs of any disabled children who might attend in the future.

The school has set the following priorities for physical improvements to increase access:

- ✓ Ensuring that whatever mobility/accessibility problems new pupils have can be quickly and effectively managed
- ✓ to continue to improve access to the site
- ✓ to improve signage to include symbols

## **2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

As a Primary school we provide information for any pupil who needs it in an adjusted format e.g. large easy read print, worksheets on coloured paper, coloured overlays, reading rulers or as expressed preferences by parents. Those who have disabilities therefore are no different from other pupils.

If at any time we became aware of the need for written information to be produced for any other audience, we undertake that we would, wherever possible, provide this on request. Should this not be possible we would enlist the support of outside agencies who could assist us.

The school has set the following priorities for providing information for disabled pupils:

- To continually monitor the success of our written communications.
- To provide amended/altered information as and when needed.

## **3: Making it happen**

### **3A: Management, coordination and implementation**

The Accessibility Plan is reviewed annually on a rolling review by the Governing Body. Any changes required to structures or physical changes to the site are reviewed regularly at the Finance Review Committee and referred back to the full governing

body. Issues relating to disabilities are referred to the SENCO, who meets regularly with the Head Teacher and the SEN designated governor.

Aims and objectives are cross-linked with the School Improvement Plan, the Professional Development Plan, the SEN, the asset management plan and the Health & Safety policies.

### **3B: Getting hold of the school's plan**

Copies are available from the school admin office on request (either electronically or in paper format) and is published in the policy folder on the school website.

Date 17<sup>th</sup> February 2020

Signed \_\_\_\_\_

<b>PRIORITY</b>	<b>ACTION REQUIRED</b>	<b>SUCCESS CRITERIA</b>	<b>TIME SCALE</b>	<b>PERSON(S) RESPONSIBLE</b>
To ensure that all curriculum opportunities are available to all pupils both on and off site	To carry out risk assessments to include accessibility issues	See risk assessment reports – stored on Evolve	Ongoing	AD / SE
All after school activities should be accessible to all	To monitor after school activities with regard to disabled children	Monitoring report to governors	Ongoing	AD / LS
To use the expertise of outside agencies as appropriate	To identify the pupils who may benefit from specialist advice	Recorded in SEN files	Ongoing	AD / SENCo (CL)
To ensure that accessibility requirements have been met in any ongoing school development e.g. new hall	To seek advice from architects and Local Authority planning advisers	New facilities are accessible to all	Achieved April 2015	
To improve exterior lighting	Temporary solar lighting to be installed. Permanent lighting be included as part of a new hall project		Achieved April 2015	
To improve signage to include disability icons and larger font size	To seek advice from external agencies about recommended text size and colours	Any new signage to comply with recommendations	Spring 2020	AD / JH
To provide and monitor the use of accessible parking bays	To purchase relevant signs	Sign installed	Spring 2020	AD / JH