



Diocese of Salisbury
Academy Trust

'Beyond expectations for all of God's children'

Accessibility Plan

Policy Date: September 2024

Review Date: September 2026

Accessibility Plan

Introduction

Schools, Academies and Local Authorities need to carry out accessibility planning for disabled pupils in accordance with the Equality Act 2010.

Legal Framework

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stake holders with a disability. This Act brings together several different equality laws including the SEND disability Act 2001 and the Disability Discrimination Act 1995. The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools services for any stake holder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

This plan sets out the proposals of the governors to increase access to education for disabled pupils in the three areas required by the planning duties set out in the Disability Discrimination Act,

1. To increase the extent to which disabled pupils can participate in the school curriculum;
2. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan covers the period September 2024 to September 2026

Access to classrooms and other buildings

All areas of the school are accessible by all children and their parents.

Areas in the school	Features
Main building	All classrooms have flat entrances and exits. There is provision of 2 disabled toilets, one of which is a wet room. Corridors are wide enough for wheel chairs to be used. Light switches and door handles are low fitted.
Halls	Main entrances are flat allowing for easy wheelchair access. Fire exits in hall are flat and free from obstruction.
PPA Room	Entrances are flat and allow for easy wheelchair access. Computers are provided for wheelchair users
Libraries	Entrances are flat and allows easy access

Playground/ field	Available to all pupils. Access can be achieved from several exits. The grass is level with the playground providing easy wheelchair access
Garden areas	Entrance is flat and allows easy access. Paths are wide enough for wheelchair users to manoeuvre
Entrance/ Paths	Clear of steps allowing easy access for all pupils and parents

Evacuation Procedures

The DSAT Academies Fire and Emergency Evacuation policy lays down the basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Education Health Care Plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

We have successfully supported pupils with a range of disabilities - hearing and sight impairment and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEND Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Education Health Care Plan (EHCP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT(if this becomes a requirement)
- Adaptation of teaching materials

The School's computer network does provide appropriate access to pupils in all locations.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning.

In conjunction with the School's SENCO, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests.

The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at Marden Vale CE Primary Academy have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Education Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision.