

ACCESSIBILITY PLAN 2024-2025



Purpose of the Plan

The purpose of this plan is to show how Marsh Lane Primary School intends, over time, to increase the accessibility of our school for disabled pupils

Definition of Disability

A person has a disability 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 carry out normal day-to-day activities

Legal background

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010. Governors are accountable for ensuring implementation, review and monitoring of the Plan. 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”.

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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 (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;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The majority of the school building and playground is accessible for a child / parent in a wheelchair. There is 1 classroom in the School House (Year 1) which is difficult to access from the outside as there is a ramp, but then a staircase. There is a portable ramp which enables wheelchair users to access the hall and the step up into the Year 6 classroom. All other rooms are at ground level.

There is a disabled toilet in the Y3/4 and Y4/5 cloakroom area that allows for disabled access and changing facilities as required.

The Current Range of Disabilities within Marsh Lane Primary School

The school has children with a range of disabilities which include high, moderate and specific learning difficulties. When children enter school with specific disabilities, the school follow the Derbyshire Graduated Response (<https://www.localoffer.derbyshire.gov.uk/site-elements/documents/education-and-learning/graduated-response-may-2022.pdf>) to ensure their needs are met. They may contact the Local Authority if assessments, support and guidance are needed. We have competent First Aiders who hold current First Aid certificates as well as Paediatric First Aiders who support pupils in our Early Years Foundation Stage setting. All medication is kept in a central and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded by a member of staff. All classes have a secure First Aid box which will contain medicines for pupils with specific medical needs such as diabetes. Individual Health Care Plans are in place for pupils with more complex health needs and these are reviewed and written in conjunction with medical professionals who have a secure understanding of the child's needs. Medical One Page Profiles in class folders are also completed for children with disabilities, to ensure adults they come into contact with know how their needs can be met.

EQUALITY AND INCLUSION

Targets	Strategies	Outcome	Time Frame	Success Criteria
To liaise with Nursery providers to review potential intake for September.	Identify pupils who may need additional support upon admission to school and meet with services who may already be involved with the child to ensure smooth transition.	Pupils enter school with as much access to any additional support they need as possible. Staffing and the school environment can be adapted before they begin at Marsh Lane.	July - September	Additional support and resources in place for September admission.
To continue to train staff to enable them to meet the needs of children with a range of SEN and disabilities.	SENCO to regularly review staff training needs and specific school needs, delivering and booking in training accordingly. Liaising with external agencies for training.	Staff will be confident in delivering the curriculum to pupils in their class and will meet the needs of all pupils at all times by providing a differentiated curriculum and targeted support as necessary.	Ongoing	Staff can enable all children to access the full curriculum and opportunities that are available at school.
Ensure all pupils and staff can be safely evacuated from the building	Regular fire drills take place so that leaders are aware of any difficulties. All staff are aware of their responsibilities. Personal Emergency Evacuation Plans (PEEPs) are developed and updated for pupils/staff who may have difficulty in evacuating – with named adult to support their evacuation	All staff and pupils are aware of evacuation procedures. Clear signage is displayed around the school. Plans are accurate and assembly points are clearly indicated	List of pupils reviewed termly to ensure that information is accurate and up to date	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily
Ensure classroom learning environments are suitable for the needs of staff and pupils within it.	Seek advice from LA Teachers for the Hearing/ Visually Impaired. Consider colour schemes for visual impairment needs when displaying work and instructions, seating plans and use of specific equipment such as transmitting microphones. Maintain step edgings /outdoor ramps/signs etc. to a good standard to secure ongoing suitable access	Classroom environments are all suitably adapted to the pupils within it. Staff have access to training on provision for pupils with additional needs.	Ongoing	All pupils have access to the appropriate environment, equipment and teaching.

ACCESS TO THE PHYSICAL ENVIRONMENT

Targets	Strategies	Outcome	Time Frame	Success Criteria
To ensure that all pupils and staff have safe access to the appropriate areas of the school	<p>Layout of the school will allow safe access to all areas via ramps and key-code entry.</p> <p>Classrooms may be assigned to different year groups based on pupils' accessibility needs.</p> <p>Risk assessments are put in place for specific pupils who pose a flight risk or who may find certain areas of school more dangerous due to their individual needs.</p>	<p>A review of access will ensure areas of school are accessible to all pupils/staff.</p> <p>Ramped access points are located in school</p> <p>New fence and access gate is located at the front of the school so that pupils are kept safe and secure during lunch and playtimes.</p>	Autumn 2024	<p>Building and play areas are accessible and well maintained.</p> <p>Building and outside play areas are safe and secure.</p> <p>Risk Assessments are in place for specific pupil</p>
The school is aware of the access needs of all pupils, staff, governors, parent/carers and visitors.	<p>To create access plans for individual pupils as part of the Graduated Response when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process</p>	<p>Action Plans and Medical 1 Page Profiles will be in place for pupils and all staff are aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>	Ongoing	School is fully accessible to all in every area

ACCESS TO THE CURRICULUM

Targets	Strategies	Outcome	Time Frame	Success Criteria
Ensure that resources and specialist equipment are available to meet pupil needs to promote participation in learning by all pupils	Ongoing review of equipment by Class Teachers. SENDCo will liaise with staff to ensure provision for pupils with SEND have access to appropriate resources and aids. Specific equipment sourced through outside agencies	Pupils will have access to resources and equipment which will enable them to access the curriculum and reach their full potential	Ongoing	Termly Reviews by Class Teachers and reviews by Subject Leaders. Action Plans for children with SEND written and reviewed termly. New equipment sourced and in place used readily by children.
Review progress and attainment of all SEND pupils.	SENDCO/Class Teacher meetings Scrutiny of assessment system Parents evenings/Pupil progress meetings and input from external agencies	All pupils have the opportunity to reach their full potential.	Termly	Progress made in meeting targets
To meet the needs of identified individuals during the statutory end of KS1 and KS2 tests	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	All pupils are provided opportunity to achieve their full potential	Annually, to meet the timelines needed for statutory assessments.	Barriers to learning are reduced or removed and enable pupils to achieve their full potential
Educational visits, out of school activities etc. are accessible to all	The EVC ensures each new venue/activity is vetted for appropriateness. The EVC supports staff in meeting access needs on trips. Risk assessments are appropriate to each activity/trip etc. Adjustments are made to after school clubs to allow participation by all.	All pupils are able to take part in school events/activities and trips. Appropriate provision and support will be in place as required. Out of school clubs are accessible and available to all	Ongoing	All pupils are able to access extra-curricular events resulting in full participation in school life.

ACCESS TO INFORMATION				
Targets	Strategies	Outcome	Time Frame	Success Criteria
Review information to parents/ carers to ensure it is accessible.	<p>Provide information and letters in clear print in “simple” English. School office will support and help parents to access information and complete school forms</p> <p>Information will be provided in alternative formats if required</p>	All stakeholders have access to the information they need in a suitable format.	During induction On-going	<p>All parents receive information in a form that they can access</p> <p>All parents are aware they can access help as required.</p> <p>Parents with particular needs will have the same access to information as any other parent</p>
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	Regular review of needs ensures accessibility.	Ongoing	Excellent communication. Ongoing appropriate use of resources
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible (Class Dojo has some of these features and the website)	All families have access to appropriate information	Ongoing	Pupils and/or parents feel supported and included. Reviewed termly
To ensure that all parents who may have difficulty accessing parent’s consultations physically can access through an alternative provision	<p>Staff to hold meetings by phone, Zoom or TEAMS</p> <p>Written interim reports to support information</p>	Parents are aware of children’s progress	Ongoing	Parents are aware of children’s progress

Approved by Governors:

Review Date: SEPTEMBER 2024

Reviewed by Sean D’Souza Walsh (SENCO)