

# **Martins Wood Primary School**



## **Accessibility Procedure & Plan**

Updated March 2023

# Accessibility Procedure & Plan

## Introduction

This plan has been drawn up in accordance with the planning duty in the Equality Act 2010. The Equality Act legally protects people from discrimination in the workplace and in wider society and was developed to provide a single act of legislation covering all unlawful types of discrimination. The Equality Act requires all schools to promote equality of opportunity for disabled people and to carry out and publish accessibility planning to show how they will meet these duties. This plan must be adequately resourced, implemented and reviewed every three years. This policy and plan draws on guidance from the following publications:

- The Equality Act 2010: guidance which can be found at <https://www.gov.uk/guidance/equality-act-2010-guidance>
- The Equality Act 2010 and schools (DfES May 2014) which can be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

## Definition

Disability is defined by the Equality Act 2010 in following way,

*“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.”*

Under this definition, many conditions including (but not limited to) learning difficulties such as developmental delay, specific learning difficulties such as dyslexia or dyscalculia, hearing or visual impairment are classified as disabilities.

## Key Objective

At Martins Wood Primary School we are committed to inclusion and equality for all. To this end our key objective of our accessibility policy and plan is to ensure that we:

***Reduce and eliminate barriers to the curriculum and to full ensure full participation in the school community for all pupils and any prospective pupils with a disability.***

## Principles

Compliance with the Equality Act is consistent with Martins Wood Primary School’s aims and ethos and is in-line with the school’s equal opportunities policy and the operation of our Inclusion Policy.

Martins Wood Primary School recognises it’s duty under the Equality Act

- Not to discriminate against disabled pupils in admissions and exclusions, and in provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

Martins Wood Primary School will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2014 Framework, which underpin the development of a more inclusive curriculum by setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils

### **Vision**

Martins Wood Primary School strives to ensure that all pupils experience a full broad and balanced curriculum alongside a positive primary school experience for all children regardless of any additional need or vulnerability.

### **Key Areas**

Martins Wood Primary School considers its duties to the Act under the following broad headings:

- Participation in the Curriculum
- Physical access facilities and service
- Availability of information

We have developed our Accessibility Plan accordingly. It is the duty of all members of the school community to uphold the ethos of our Accessibility Policy through the implementation of the Accessibility Plan.

## Audit of existing provision

<p><b>Curriculum, including extracurricular activities</b></p>	<ul style="list-style-type: none"> <li>• Robust information gathering on new pupils with SEND, including Early Years pupils to facilitate planning support</li> <li>• Excellent procedures for early identification and support of pupils with send, including Wellcomm screening, early phonological vulnerability identification project, early speech and language vulnerability identification project, early visual stress identification project,</li> <li>• Detailed information on pupils with SEND shared with all staff working with individual pupils</li> <li>• Proactive inclusion of staff in professionals meetings with all services</li> <li>• Comprehensive CPD programme relating to SEND</li> <li>• Termly Pupil Progress Meetings attended by teaching staff, Executive Headteacher, Head of School and SENCo where all children with SEND are considered individually and as a vulnerable group</li> <li>• SEND friendly classrooms and environment</li> <li>• Dyslexia friendly strategies in use across the school and curriculum</li> <li>• Bespoke intervention for pupils with SEND</li> <li>• Differentiated setting groups for English and Maths teaching</li> <li>• Specialised modified resources e.g. buff paper, coloured overlays, adapted chairs, adapted pens/pencils, lap tops for pupils, etc.</li> <li>• Visual impairment supportive resources</li> <li>• TA's to support individual children</li> <li>• Health Manager to support individual children with incontinence including toilet training</li> <li>• Communication in Print</li> <li>• Clicker</li> <li>• Robust systems of risk assessment in place</li> <li>• Clubs developed to promote and ensure engagement of all</li> <li>• Higher staffing ratios to allow pupils with SEND to participate in extracurricular opportunities including residential trips</li> </ul> <p><i>The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisors and SEN consultants and of appropriate health professionals from the local NHS Trusts.</i></p>
<p><b>Physical environment</b></p>	<ul style="list-style-type: none"> <li>• The school site is wheelchair accessible</li> <li>• Disabled toilet in school</li> <li>• Small group classrooms allow for quiet times, small group and 1:1 learning</li> </ul> <p><i>The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatments and colour schemes and more accessible facilities and fittings.</i></p>

<b>Provision of Information</b>	<ul style="list-style-type: none"> <li>• Open door policy</li> <li>• Parent consultation meetings</li> <li>• Personal Learning Plans, Health Care Plans and Intimate Care Plans are working documents shared with parents</li> <li>• Review meetings</li> <li>• Non-teaching SENCo available for meetings</li> <li>• SENCo available to attend child development appointments on request</li> <li>• Meetings with outside professional, parents, SENCo and school staff as required</li> <li>• Transition meetings for new pupils with SEND</li> <li>• Transition projects for children with SEND when changing provision/Key Stage</li> <li>• New pupils with SEND visited by staff in current setting or at home for Early Years pupils</li> <li>• Visits to school with SENCo for prospective pupils with SEND promoted</li> <li>• Information on policies available on website and papercopy on request</li> <li>• Reports to governors on SEND reported on website</li> <li>• Parental requirements of modified resources respected and provided for</li> </ul> <p><i>The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.</i></p>
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### Information gathering

When developing our Accessibility Plan Martins Wood Primary School gathers information from a wide range of sources, including:

- The current community population
- The future intake (advanced information from pre-school settings and the LA)
- Audit of the school's strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school
- The school's plans and priorities
- School policies
- The physical environment of the school
- The curriculum
- How information is provided for disabled pupils and their parents
- Outcomes for disabled pupils including end of key stage results and achievements in extra-curricular activities
- The views and aspirations of disabled pupils and their families
- The priorities of the local authority
- Staff awareness of Equalities legislation
- Staff knowledge and skills of needs of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations

## Accessibility Plan Spring 2020 – 2023

	Target	Action	Timescale	Resources	Responsibility	Outcome
<b>Participation in the curriculum</b>	To promote the abilities of pupils with SEND	All pupils registered K and E will have a pen portrait that highlights their strengths and interests and identifies and promotes their particular skills	2020/2021 academic year and then on-going	Staff meeting time	SENCo Class Teachers	The profile of SEND pupils strengths will be raised and as such opportunities for their personal development will be recognised and acted upon
	To further promote inclusion within the PE curriculum by developing more extracurricular, especially competitive events	Pupils with SEND will be actively targeted to join extra-curricular opportunities. SEND pupils will be given opportunities to compete in sporting events	2020/2021 Working with Sporting Futures to develop Covid-Secure events.  And then on-going	PE Coach time	SENCo PE Faculty	All children will have the opportunity to explore n extended range of sporting activities
	To ensure that SEND children make excellent progress against their academic starting points	Rigorous and robust pupil progress measures will ensure that children with SEND are identified swiftly and appropriate intervention to safeguard their academic progress are put in place	On-going	Staff time	Class teachers Setting teachers SENCo Senior Leadership Team	All children will make the most of their academic potential, where possible closing the gaps between themselves and their peers
<b>Physical environment</b>	To make the school increasingly accessible for	To adapt signage as required	2020/2021 Academic Year	Braille Tape Staff time	SENCo VI Support Team VI TAs	All signage will be accessible to all. This will promote VI pupils

	visually impaired pupils					accessing greater areas of the school environment preparing them for the next stage in their education
	To develop sensory environments for individual classrooms as required	Create sensory zones individualised to specific pupils with SEND	2020/2021 Academic Year, then on-going for new pupils	Sensory spaces e.g. tents/dens as appropriate Sensory resources Sensory training for staff	SENCo Class teachers	Children with sensory needs will have spaces to meet these needs within the classroom therefore they will not miss learning opportunities by leaving the classroom
<b>Provision of information</b>	To develop the accessibility of information for the whole school community	Provide modified copies of all copies of documents as standard via the school website	2020/2021 Academic Year and then on-going	Staff time	SENCo Website manager	All members of the school community will be able to access modified resources as standard
	To develop a range of accessible methods of sharing SEND information with the school community	Provide video/audio resources explaining SEND specific documents in greater depth	2020/2021 And then on-going	Staff time Video/audio recording equipment	SENCo Website manager	SEND resources will be available in a wide variety of formats to make them accessible to all whilst promoting the inclusion of SEND within the school community
	To refine the recording of pupil and parent input to the Assess, Plan, Do, Review cycle	Create and refine a new proforma for the A,P,D,R cycle that captures more in-	2020/2021 And then on-going	Staff time	SENCo	Pupils and parents will feel empowered within the A,P,D,R cycle and their

		depth pupil and parental voice				voices will be clearly heard during assessment processes such as applications for EHCPs, provision panels etc.
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**Accessibility Policy & Plan availability**

Martins Wood Primary School will make its Accessibility Policy and Accessibility Plan available in the following ways:

- A copy is held in the school office
- A copy is posted on the school website
- A copy can be emailed or posted on request

**Linked Policies**

Martins Wood Primary School will use the Accessibility Policy and Accessibility Plan to contribute to the review and revision of related policies including:

- Schools Action Plan
- Staff Development Plan
- Inclusion Policy
- Equal Opportunities Policy
- Curriculum Policies
- Equality & Diversity Policy

Policies can be accessed from the school office and are also available on the school website.