

# Accessibility Plan 2023-2026



**Plan revised: September 2023**

**Plan Review: September 2026**

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## **Purpose of the Plan**

The purpose of this plan is to show how Marlcliffe Primary School intends to continue to monitor and improve the accessibility of our school for disabled pupils, staff, Governors and volunteers.

## **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 / Guidelines**

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA`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, which 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, which 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. e.g. 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

## **School`s Commitment / Aims**

Marlcliffe Primary School aims to treat everyone, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve

and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

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

### **School background / footprint**

Marlcliffe Primary School is an old brick built site, dating from 1915. The school is made up of two buildings, The main building which holds most classes and the annex building which has the dinner hall, the KS2 hall, a classroom and a design and technology room.

The main building is on three floors. The ground floor has wheelchair access and toilets (FS2 classes X2, Y1 classes x2 and KS1 hall). There are no lifts for access to higher floors. The buildings have different playground facilities which are accessible for all to use, the playground space can be easily navigated in a wheelchair, with the exception of the secret garden area.

The annex building has a ramp to enter the halls however the lower level has stairs inside. We have investigated adding a stair climber in the past to ensure access, however we have been advised that the stairs are not suitable.

### **The Current Range of Disabilities within Marlcliffe Primary School**

The school supports pupils with a range of disabilities who do not require a specialist setting. The types of disabilities that are provided for in our setting include, moderate and specific learning difficulties, speech and language barriers, social and communication difficulties, physical disabilities, chronic health conditions, psychological and/or mental health difficulties, emotional and behavioural difficulties, sensory and attachment needs, hearing impairment and visual impairment. At present we have no fully wheelchair dependent pupils. We have some pupils in school who may occasionally require the use of a wheelchair if fatigued, these children can navigate the stairs and the wheelchair is carried by a member of staff on the stairs, for use when they have reached the next level.

When children enter school with specific disabilities, the school SENCO works closely with the LA professionals for assessments, support and guidance for the school and parents.

Medical information is collated and available to staff. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe 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.

### Accessibility – Action Plan

Target Areas	Strategies	Outcomes
<p><b><u>EQUALITY &amp; INCLUSION</u></b> To ensure that the accessibility plan is an annual agenda item for Finance &amp; Premises</p>	Governors to add annually for review as agenda item	Monitor annually, check for changes to legislation / guidelines
Improve staff awareness of disability / medical issues within school	Review cohorts with staff and provide training as necessary	Sharing of information / whole school community awareness
To ensure that policies consider the implications of disability access	Discuss and consider at time of policy review	Policies are current and reflect legislation / guidelines
<p><b><u>PHYSICAL ENVIRONMENT</u></b> To ensure that, where possible, school buildings and grounds are accessible to all pupils, staff, Governors and wider community members</p>	Frequent review of school grounds by Governors. Note requirements / improvements	Implement modifications / requirements to school site where possible and within the scope of the budget
Engage with parents, carers and the wider school community in regard to improving accessibility	Collect information at forums, parent evenings or through questionnaires	Feedback any modifications through School newsletters. Give information as to why modifications may not be carried out if relevant
Premises team monitors site and addresses any immediate issues	Daily site walks by SH/JSP	Ensure any immediate issues / hazards are reported and addressed so site is safe and secure.
To ensure the safety of visitors to the school building	Check whether visitors to the site have mobility issues and would need support in the event of an emergency evacuation from the school site.	Visitors are safe. Recorded at point of signing in. Office staff to agree who will support if necessary.
To enable children with disabilities to leave the school site safely.	Write PEEP personal evacuation plans for children/staff with limited mobility. (For example with leg in a pot, or visual impairment.)	Plans in place. Named person to support. Re-evaluate after emergency evacuation practices.

<p><b>CURRICULUM</b> To continue to train staff to enable them to meet the needs of children with SEN needs or disabilities.</p>	<p>SENCO to review the needs of pupils and provide the relevant training in these areas</p>	<p>All children are able to access the curriculum through staff being able to meet the needs and requirements of these pupils.</p>
<p>Ensure all children can access the curriculum</p>	<p>Make adaptations where necessary, for example extra monitor for visually impaired child. Sit hearing impaired child near the teacher and check they have understood instructions. Let children with mobility issues leave classroom early to tackle the stairs (with buddy)</p>	<p>Curriculum is accessible for all children.</p>
<p>To ensure the inclusion of all pupils in out of school activities , eg clubs, trips, residential visits etc.</p>	<p>Review the out of school provision to ensure full compliance with legislation / guidelines given. Individual children mentioned specifically in EVOLVE risk assessments before trips</p>	<p>All providers of out of school activities must comply with legislation to ensure all children’s needs are met, where possible. Ensure all risk assessments are completed for trips and residential.</p>
<p>To ensure the inclusion of all pupils in all school days / events, including sports day and themed days</p>	<p>Review the activity to ensure compliance with legislation / guidelines given</p>	<p>All staff must be aware of the needs of individual children in relation to the activity and be provided with the tools, equipment and support required</p>
<p>Provide specialist equipment to promote participation in learning by all pupils</p>	<p>Assess the needs of all children and provide the equipment as needed. For example, laptop, headphones, ear defenders, visual aids</p>	<p>Enables children to develop independent learning skills and promotes confidence, reduces barriers to learning</p>
<p>To meet the needs of all children during statutory end of KS2 tests.</p>	<p>Children will be assessed. Equipment and extra time / assistance will be given as needed</p>	<p>Allows children to achieve their full potential and aids the transition to Secondary education</p>
<p><b>FURTHER INFORMATION</b> To ensure that all parents are able to access this information</p>	<p>Assess the requirement for translation into other languages if necessary</p>	<p>Ensure that all written information is provided in all formats as and when required / requested</p>
<p>To ensure that volunteers / students etc. are aware of the details set out in this plan</p>	<p>SLT to check if they have any disabilities we need to be aware of during initial visit. Provide a copy of the plan to these people.</p>	<p>Provide copies of the plan to these groups as and when required / requested</p>
<p>To ensure that we meet the requirements of parents who are unable to attend school for parent evenings.</p>	<p>Identify these parent groups. Provide written information of the child’s progress or contact parents by telephone</p>	<p>Information on the progress and attainment of children is available to all parents whether they be attending school or receiving information in another format</p>

<p>Communicate details in regard to the use of the school playground facilities after the end of the school day</p>	<p>Inform all parents, carers and members of the school community the details of using the school site / apparatus at the end of the school day through bulletins / parent mail</p>	<p>Ensure that this is reviewed regularly and any incidents are reported, investigated and followed up with the relevant parties</p>
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