

# The Marlborough Primary School



## Accessibility Plan

Written / Reviewed	January 2012	September 2014
Governors	March 2013	October 2014

## Definition of disability

In the Disability Discrimination Act (DDA) disability is defined as - 'A physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.' Substantial is defined as something which is more than minor or trivial and long-term is defined as being one year or more. This is a broad definition which includes people with a wide range of impairments, including those which may be 'hidden disabilities' such as medical conditions. All disabled users of the school will be protected by the Disability Equality Duty (DED) 2010, these include; pupils, staff, governors, parents/carers and members of the public.

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We recognise, and are sensitive to the fact that not all disabilities can be seen.
2. The Marlborough Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as all pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. We recognise that this is particularly important for 'hidden disabilities'
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Curriculum Plans
  - Health & Safety
  - Special Educational Needs and Disability Policy
  - Medical Needs Policy
  - Local Offer for Children with Special Educational Needs and /or Disability.
  - Behaviour
  - Anti Bullying
  - Strategic School Development Plan
  - Asset Management Plan
  - School Prospectus
  - Vision Statement
  - Whole School Pay Policy (LA)
  - English as an Additional Language Policy
  - PSHE and Citizenship Policy
  - Community Cohesion Policy
  - Looked After Children Policy
8. The Plan will be monitored through the Curriculum and the Building and Finance Sub Committees of the Governors.

**The Marlborough Primary School Accessibility Plan 2012 - 2015**

**Improving the Physical Access**

<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost £</b>
Accessible car parking	2 <sup>nd</sup> disabled bay to be designated and marked	By December 2012	
Remark zebra crossing across car park	Pedestrian access	By December 2012	
Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as money allows.	When funding allows	
Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	To be moved to wheelchair height, as money allows.	When funding allows	

### Improving the Curriculum Access

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	January 2012	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	July 2013	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	July 2012	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	July 2014	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents  Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	July 2015	Society will benefit by a more inclusive school and social environment

### Improving the Delivery of Written Information

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	July 2012	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	July 2013	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Sensory Impairment Service on alternative formats and use of IT software to produce customized materials.	All school information available for all	As required for specific pupils	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	July 2015	School is more effective in meeting the needs of pupils.