

Marshland St James Primary & Nursery School

Accessibility Plan



At Marshland St James Primary & Nursery School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Marshland St James Primary & Nursery School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Marshland St James Primary & Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Marshland St James Primary & Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Health & Safety Policy
- School Improvement Plan
- Premises Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Estates Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved : November 2022

To be reviewed: November 2025

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

A plan of the school buildings showing areas of accessibility is shown in Appendix 1 (attached as a separate document)

Marshland St James Access Plan: The School Environment

To improve the physical environment of the school to increase the extent to which the disabled pupils can take advantage of education and associated services.

| Objective/Target | Strategies | Responsibility | Timescale | Success Criteria |
|--|--|--|-----------|---|
| Improve the physical environment of the school environment | The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site premises such as improved access, lighting, colour schemes and more accessible facilities. | HT Governors SMT HT HT | Ongoing | There is safe access throughout the school. The school delivers inclusive provision for all pupils regardless of their SEN Need or disability. |
| To continue to develop the playgrounds and facilities. | Resurfacing of the playground to make it safer Use of Young leaders in Year 6 to be involved in creating games and leading activities at lunchtime and playtime. | HT Site Manager PE Subject Lead | 2022-2024 | Children feel safe in school – evidence in survey results from children. Reduction of trips and accidents in the playground. Children are participating in activities at lunchtime and playtime |
| Ensuring that all with a physical disability are able to participate fully in all areas of the curriculum. | Review of classroom layout and seating positions to ensure access for all. Adaptation of curriculum provision Purchase of technology to enhance learning | Class teacher IT technician | Ongoing | All learners can access the curriculum regardless of their disability. |

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| To ensure car park, front of school and paths around the school are as safe as possible. | <p>Communication with parents via safety messages, letters</p> <p>Bike ability training at Y4 and Y6</p> <p>Resurfacing and remarking of school Playground to reduce trip hazards</p> | <p>HT</p> <p>Governors</p> <p>TA's</p> | Summer term 2024 | <p>There is a reduced number of accidents/incidents throughout the school premises</p> <p>The site is accessible for all users.</p> |
| To improve community links | <p>School to continue to build strong links with other DEMAT schools.</p> <p>Support community projects and national events</p> <p>Actively encourage families to take part in school life.</p> | <p>DEMAT</p> <p>Governors</p> <p>Headteacher</p> <p>School council</p> <p>Parish Council</p> | Ongoing throughout 2022-2024 | <p>The school is actively involved in a trust wide and local community role.</p> <p>There is an increase in school involvement in external projects following on from the Covid Pandemic.</p> |

Marshland St James Access Plan: The School Curriculum

To increase the extent to which disabled pupils can participate in the school curriculum.

| Objective/Target | Strategies | Responsibility | Timescale | Success Criteria |
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| Curriculum training for support staff to understand the knowledge rich curriculum | Support staff are trained on the theories behind Rosenshines principles. | Headteacher | Spring 2023 | Support staff are able to work with increased knowledge and have a greater understanding of the pedagogy behind the curriculum in order to support pupils |
| To ensure full access to the curriculum for all children. | The adapted curriculum with alternatives offer a range of support staff including trained teaching assistants. Specific equipment sourced when appropriate, use of multi-media and interactive technology.to support most curriculum areas. | <p>Teachers</p> <p>HT</p> <p>Subject leaders</p> | <p>Ongoing</p> <p>Each Curriculum cycle is reviewed annually</p> | All learners are able to access the same knowledge but adapted for individual needs |

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| To liaise with secondary providers to review transition procedures. | <p>To pass on information about SEN children, to liaise with MHS regarding transition data and arrangements</p> <p>To participate in secondary school curricular activities to support transition.</p> | HT / Y6 teacher | Summer term on a yearly basis | <p>Year 6 pupils are prepared for the move to their next school.</p> <p>Specific pupil needs is clearly supported and transition arrangements are in place.</p> |
| To establish close links with parents | <p>To ensure collaboration and sharing between school & families through Parents evenings, stakeholder feedback, individual plans, website,</p> <p>Direct link to DEMAT website from school website.</p> <p>To develop social media platforms to disseminate information.</p> | <p>Staff to liaise with parents formally and informally through meetings</p> <p>HT/ Governors to target stakeholder feedback through questions and responses.</p> <p>Continue using school Facebook page to keep parents updated. Look into using other forms such as twitter.</p> | Ongoing throughout 2022-2024 | <p>Improved communication with all stakeholders.</p> <p>Increased parental involvement in school activities and events such as parents evenings, school events</p> <p>School has a bigger online presence.</p> |
| To establish close liaison with outside agencies for pupils with on-going health needs. Eg children with severe asthma, diabetes or mobility issues | To ensure that there is effective collaboration between all key personnel eg SENco , school nursing team, , Educational Psychologist, Early Help Team. Just One Norfolk | <p>HT</p> <p>Outside agencies</p> | Ongoing throughout 2022-2024 | <p>Effective support is in place for vulnerable families and children.</p> <p>All school staff aware of disabilities of children in their classes</p> |
| Training for teaching staff and TA's is appropriate and relevant to support the needs of individual pupils. | Ensure that staff training is available when required for any health issue | <p>First aid & medical training for appropriate staff</p> <p>Attendance at SEN Meetings and conferences (DEMAT, Cluster, LA) by appropriate staff</p> | Ongoing throughout 2022-2024 | <p>All staff are appropriately qualified to support specific pupil needs</p> <p>SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.</p> |

Marshland St James Access Plan: Access to information

To improve the delivery of information to disabled pupils and parents.

| Objective/Target | Strategies | Responsibility | Time scale | Success Criteria |
|---|---|--|---|---|
| To improve access to written information for pupils, parents and visitors | Range of communication forms used for passing information on Eg Phone calls, teacher contact, planned liaison time, parent feedback | Office staff SMT Class teachers TAs | Ongoing . Review to be taken on information forms Spring 2023 | Parents have access to curriculum information and all other school information in a format that meets their needs |
| Ensuring pupils and parents with language difficulties are able access all relevant information | Identification of parents who require further support Teacher support, verbal communication | Office staff SMT Class teachers TAs | Ongoing | All parents are able to access school information Parents/Families in need of further support are identified and assistance is implemented |
| To review childrens records and pupil information are up to date, ensuring schools awareness of any disability. | Information collected about new children. Identification of needs of any new student joining the school Records passed up to each class teacher End of year teacher liaison meetings identify key children. | Class teachers HT Outside agencies | Ongoing | The school is well informed and able to meet the specific needs of individual pupils prior to them starting at the school All records are appropriately shared and passed on in timely manner in accordance to DFE expectations. |