



ACCESSIBILITY PLAN

'In these stone horizons sing'
(Gwyneth Lewis, Welsh poet)

Accessibility Policy and Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing 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”.

Definition of Disability

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 Purpose of the Plan

The purpose of this plan is to show how Maybury Primary School intends, over time, to increase the accessibility of our school for disabled pupils. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Maybury, the Accessibility Plan will be reviewed every three years by the SENCo, SLT and Governing Body, but all targets will be reviewed on an annual basis. Maybury’s current plan will be appended to this document.

At Maybury Primary School we are committed to working together to create a happy and secure atmosphere where our pupils will always be encouraged to do their personal best. We provide a broad and balanced education and the school has an ethos of care and support and a genuine desire for each pupil to reach their full potential.

What will the Accessibility plan do?

The Accessibility Plan is structured to complement the school’s Equality Objectives and will be published on the school website.

Maybury Primary 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 a positive action in the spirit of the Equality Act 2010 with regard to disability and developing a culture of inclusion, support and awareness within the school.

The Maybury Primary 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 disability, expanding the **curriculum** as necessary to ensure that pupils with a disability areas, equally, prepared for life as are 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 school visits – it 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 Maybury Primary School Accessibility Plan relates to the key aspects of the 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. The Accessibility Plan will be published on the school website.

When the Accessibility Plan is being evaluated, we will consider the following:

- Is there greater satisfaction of disabled pupils and their parents with the provision made?
- Is there evidence of the greater involvement of disabled pupils in the full life of the school?
- Are there observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs?
- Has an audit on the school accessibility and the current population been completed?
- Is there evidence of progressive improvement to the physical environment of the school?
- Is information for pupils/stakeholders available in a range of formats?

Maybury Primary School has children with a range of disabilities which include moderate and specific learning difficulties and complex medical conditions. We also have pupils with visual impairment. The school has also successfully educated children with severe physical disabilities.

When children enter school with specific disabilities, the school contacts the appropriate professionals for assessments, support and guidance for the school and parents.

Maybury Primary School Accessibility Action Plan 2019-22

The present Maybury Primary School was built in 2007. The building is designed all on one level with wide corridors and doorways that are accessible to wheelchairs.

Objective	Action	Success Criteria	Responsibility	Timeframe
Improving Physical Access				
Ensure that buildings and grounds continue to be safe and readily accessible for all including those with special needs and disabilities	Audit accessibility and safety of buildings and grounds. Implement any suggested actions. Additional audits to be undertaken if new children or parents with disability join the school	Grounds and building are safe and readily accessible to all	Headteacher with Site Manager SENDCo as necessary	Termly – report to governors
Ensure that external and internal environment are appropriate for visually impaired people	Follow recommendations from IPASS Ensure that visual warnings around external posts remain intact even after poor weather Replace any missing slats from blinds All staff vigilant in ensuring floor areas are tidy and free of obstruction	Visually impaired adults and children feel safe on the school grounds and inside the building	Headteacher Site Manager SENCo All Staff	Ongoing and as required
Ensure that all disabled people can be safely evacuated	All staff aware of their responsibilities Regularly practice evacuation through fire drills	All disabled children, staff working alongside them and any disabled adults are safe during evacuation	Headteacher SENCo	Ongoing and as required

	Personal Evacuation Plan in place for identified children and adults			
Ensure designated disabled parking spaces are left available for disabled children, staff, parents or visiting adults	Challenge adults who park in marked bays who do not need to Signage for disabled bays remain clearly marked	All disabled children, staff, parents and visiting adults are able to access school from school car park	Headteacher Site Manager	Ongoing and as required
Improving Curriculum Access				
Whole school and classroom environment is monitored regularly to support the needs of all children	Support from specialist services and teachers e.g. IPASS, Northcott Outreach, Physiotherapists	All children have access to appropriate environment	SENCo with specialist advisers	Ongoing and as required
To train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum	Headteacher SENCO	Review annually
All educational visits to be accessible to all	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. Ensure each new venue is vetted for appropriateness.	All pupils in school able to access all educational visits and take part in a range of activities A real commitment to inclusion of all children in all activities and events.	Teachers/Trip or activity organiser	Review annually
To provide specialist equipment where needed to promote participation in learning.	All children will be able to work as independently as is possible.	Following advice from outside agencies provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	Teacher SENCO	Review as required

To meet the needs of individuals during statutory tests.	Barriers to success will be reduced as far as possible enabling children to succeed with testing.	Children will be assessed in accordance with regular classroom practice, and guidance from the DFE for additional time and special access arrangements.	Headteacher Teachers	Review annually
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	All to have access to PE and be able to excel	PE co-ordinator	As required
Improving Delivery of Written Information				
To ensure that all parents and other members of the school community can access necessary information.	Written information will be provided in alternative formats as necessary.	Parents with particular needs will have the same access to information as any other parent.	Business Manager and Admin Team	As required
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff accessible information ie. dyslexia and visual impairment	Staff to use accessible information.	SENCo	As required

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Everyone at Maybury will teach our children to learn and empower them to broaden their horizons.