



MARUS BRIDGE PRIMARY SCHOOL

Accessibility Policy

Signature of Chair: K. Catterall

Headteacher: R. Aldridge

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

At Marus Bridge Primary School we aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to ensure that we provide a fully inclusive and valuable education for all pupils regardless of age, ability, gender or ethnicity.

We aim to identify, at the earliest possible opportunity, barriers to learning and participation for pupils with disabilities and to raise aspirations and ensure high expectations for all pupils.

We aim to enable all pupils to participate in lessons fully and effectively to their own ability and to involve them in decision making and in the development of their learning.

We value and encourage the contribution of all pupils and families to the life of the school and support parents in their journey of education with their child.

We work closely with external support agencies, where appropriate, to support the need of individual pupils and also with the Governing Body to enable them to fulfil their statutory monitoring role.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Complete an impact assessment -how well do disabled children learn, make progress and thrive?</p>	<p>Conduct full learning walk.</p> <p>Review policies as appropriate</p>	<p>JL/AA</p>	<p>Autumn term</p>	<p>Actions identified addressed or planned in updated plan to be presented to governors</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Ensure access to the physical environment is excellent</p>	<p>Conduct review of the physical environment.</p>	<p>JL/AA</p>	<p>Autumn Term</p>	<p>Actions identified addressed or planned in updated plan to be presented to governors</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille(when appropriate) 	<p>Ensure the delivery of information is excellent.</p>	<p>Conduct review of the delivery of information</p>	<p>JL/GE</p>	<p>Spring Term</p>	<p>Actions identified addressed or planned in updated plan to be presented to governors</p>

	<ul style="list-style-type: none"> • Specialist hearing equipment • Pictorial or symbolic representations 					
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by [Marus Bridge Primary School Governing Body/Jacqueline Lloyd (SENDCO)/Jo Carroll (SEND Governor)/Ross Aldridge(Headteacher)].

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

6. Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Na-lifts in place		
Corridor access	compliant			

Lifts	X2			
Parking bays	2=10%			
Entrances	4			
Ramps	2			
Toilets	disabled			
Reception area				
Internal signage	compliant			
Emergency escape routes	clear			