Approved: March 2024 Review: March 2025

South Hams Federation – Malborough with South Huish C of E Primary School

Accessibility Statement

Accessibility Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 listed as a statutory document of The Department for Education's guidance on statutory policies for schools. 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. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to the Governing Body, an individual or the Head of School. At Kingsbridge Community Primary School the Plan will be monitored by the Head of School and evaluated by the Governors. The current plan will be appended to this document.

Vision Statement

At Malborough with South Huish C of E Primary School, (hereafter called Malborough Primary 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.

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

Malborough 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 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 parents' 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 Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school who have a disability 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 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 Act2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Development Plan
- Special Educational Needs and Disability 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 Act2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governors.

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

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.

The proprieties for the Accessibility Plan for our school were identified by:

- The Governing Body
- The Executive Head
- The SENCO
- The Administrator
- The Caretaker

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Malborough with South Huish C of E Primary School

Accessibility Plan

Aims and Objectives

Our aims are:

- To increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivers of written information to pupils

Our objective are details in the Attached Action Plan.

Current Accessibility Arrangements

Pupils at Malborough Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included:

- Outdoor education
- Sports
- Music
- Clubs and activities
- Residentials and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a children's ILP or support plan or Health Care Plan.

The suitability of any event and the need for additional support is discussed full with parents in advance.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should, as far as possible, have access to a full and broad curriculum, similar to that followed by their peers.

The school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The ILP or support plan for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

Input from specialist (external) teachers

Technological enhancements – Sound systems, ICT

Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable, the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning.

In conjunction with the School’s SENCO, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy for children with Special Educational needs and disabilities details where and how teachers can get specialist advice on supporting children with disabilities. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Malborough with South Huish C of E Primary School
Access to Buildings and Classrooms

Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

Building	Features
General	1. School can be accessed through a level entrance which leads into the dining room via a small step. 2. There is a level path from the car park to the main entrance. There are no steps. 3. There is a designated disability parking space. 4. The main doors are wide enough for wheelchair access.
Main building	1. Classes 3 and 2 can be accessed from the level door into the dining room with level access into each of the classrooms. 2. Class 1 has an external entrance into the outdoor area and classroom with a step to get indoors. A ramp can be fitted to allow wheel chair access. 3. The toilets are accessed by a small step from class 3 and 2. Level access for class 1. 4. There is currently no disabled toilet facility 5. The corridors and cloakrooms are wide enough for wheelchair access. 6. Doors are push open.
Class 4	1. This classroom can only be accessed up a flight of steps. 2. There is currently no level access to this classroom.
Playground	1. Available for all pupils. 2. Entrance to playground is level. 3. Playground is enclosed for security.
Swimming Pool	1. There is no wheelchair access to the poolside.
Outside quiet area	1. This is currently not accessible to wheelchair users.
Playing Field	1. Available for all pupils. 2. There is level access to the playing field, which is not on the school site.

These procedures are adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the support plan for the pupil.

Informal

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.
Large print format materials are available when required.
Hearing aids are used as required. Sound field system is available.
If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the County's Advisory Services.

Source Materials for the plan:

The priorities of the plan have been identified using a number of sources including:

- School Census returns
- Data Collections
- Parent Evenings
- Multi-agency meetings
- Health and Safety Inspections
- Service Reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.
Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.
Other important plans are contained and considered within this plan. They are:

- Equal opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy
- Behaviour Policy
- Admissions Policy

Action Plans

Action Plan 1	**Increasing the extent to which all pupils, including pupils with disabilities, can participate in the school curriculum**				
	TARGET	**Actions to be taken**	**Outcome**	**Timeframe**	**Goals Achieved**
SHORT TERM	Ensure that all staff are fully aware of the obligation to provide an inclusive curriculum.	Ongoing whole school INSET on inclusive curriculum	Staff awareness improved.	Ongoing	
	Ensure that all staff are aware of the resources and strategies in school to provide an inclusive curriculum.	Ongoing whole school INSET on inclusive curriculum	Resources in place and being used.	Ongoing	
	Regularly update Provision Maps	Regularly audit provision.	Staff aware of provision	Termly	
	Staff training	Working with outside agencies	Increased knowledge.	As required	

MED TERM	Maintain awareness of disabilities among school staff.	Update training to meet needs of currents admission.	Staff awareness improved.	On going	
	Review curriculum planning in light of Equality Duty.	KS meetings to review medium term planning monitored by Executive Head.	Improved suitability of provision.	Termly	
LONG TERM	Provide teaching resources which will remove barriers to learning and enhance participation for pupils with disabilities.	Provide ICT equipment, reading books and other appropriate resources.	Increased awareness of diversity and disability.	Ongoing	
	Ensure positive images portraying disability.	Assemblies. PSHE curriculum	All children enjoying school.	Ongoing	
	Use books that portray disability in a positive light.	Library Posters	Books in each of the libraries.	Ongoing	
	Take part in appropriate national events to raise awareness of disability.	Assemblies PSHE Curriculum	Increased awareness of diversity and disability.	Ongoing	

Action Plan 2	**Improving the physical environment of schools within the Federation.**				
	TARGET	**Actions to be taken**	**Outcome**	**Timeframe**	**Goals Achieved**
SHORT TERM	Identify and respond to the individual needs of pupils to ensure access to site and curriculum.	Liaison with outside agencies.	Physical environment adapted.	Ongoing	
	Identify areas for improvement of access to the site and to classrooms.	Site audit.	Adaptations in when needed.	When required.	
MED TERM	To provide physical aids to enable all children to access education.	Provide ICT equipment, sloping boards, specialist pens/pencils, pencil grips and sensory equipment.	Resources in place and being used as the norm.	On going	

LONG TERM	To improve access to and suitability of designated areas over successive financial years.	Install blinds, signs, ramps, rails etc..	Physical environment improved.	When required.	

Action Plan 3	**Improving the delivery of information to pupils with disabilities.**				
	TARGET	**Actions to be taken**	**Outcome**	**Timeframe**	**Goals Achieved**
SHORT TERM	To consult parents, children and other agencies about the school priorities for increasing access to information for pupils with disabilities.	Identify current pupils and parents and their needs in order to set future targets.	Awareness improved. Learning environment enhanced. Identification of children's needs improved.	Ongoing	
MED TERM	To make written material available in alternative formats that are accessible. To have some information available in a range of languages.	Be aware of and use services available through Local Authority and NHS.	Delivery of information to all children and parents improved.	Ongoing	
LONG TERM	To improve the accessibility of school policies, leaflets and letters.	Review appropriate documents.	Delivery of information and communication to parents and families improved.	Ongoing.	