



Proud to be a Bright Futures EDUCATIONAL TRUST school

Marion Primary Academy and Nursery



Working Together To Be The Best We Can Be

Accessibility Plan

Approved for Adoption by the Governing Body

25th March 2015

MARTON PRIMARY ACADEMY AND NURSERY

ACCESSIBILITY PLAN 2015-2017

'Working Together To Be The Best We Can Be'

Purpose of the Plan

The purpose of this plan is to show how Marton Primary Academy and Nursery intends, over time, to increase the accessibility of our school for disabled pupils.

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 Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.

- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Contextual Information

Marton Primary Academy and Nursery aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Marton Primary and Nursery School provides high quality provision to all pupils across the curriculum including those with additional special educational needs and disabilities. We welcome all children and are proud of the provision we offer to children with special needs. The Inclusion Team ensure that children make good progress and achieve the highest possible standards for their abilities. Our provision also includes well-equipped Physical Disabilities provision through our integrated SERF (Special Enhanced Resource Facility). Onsite there are highly trained staff and specialized toileting, lifting and washing facilities to suit pupils with physical disabilities, including a hoist. Other resources are targeted at specific needs when required such as walking frames, special sized chairs, footrests etc. Disabled pupils are actively encouraged and supported to take part in all aspects of the school curriculum, including extra-curricular activities and visits off site. The SERF provides opportunities for all children, including those with physical disabilities, to access inclusive sports such as boccia and curling.

The Current Range of Disabilities within Marton Primary Academy and Nursery

The school caters for children with a range of physical disabilities which include: cerebral palsy, spina bifida, cystic fibrosis and any medical condition with related susceptibility to infections. Some of these children are dependent on wheelchairs or walkers for mobility. When children enter school with specific disabilities, the school

contacts professionals from Health and the local authority for assessments, support and guidance for the school and parents. The school has children with a range of other disabilities including Autistic Spectrum Disorder, visual or hearing impairment and moderate learning difficulties.

Some children have asthma and all staff are aware of these children. Inhalers are kept in the classrooms/office and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices. This information is available to all staff including those working in the canteen.

All medical information is collated and available to staff in the office.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Marton Primary Academy Accessibility Plan 2015-17

Target	Strategy	Outcome	Timeframe	Achieved
Equality and Inclusion				
To improve staff awareness of disability issues.	Review staff training needs.	Provide training for members of the school community as appropriate. Whole school community aware of issues.	On-going.	
To ensure that all policies continue to consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
To ensure child recovering from serious medical condition/operation has minimal risk of contracting infections.	Parents to be reminded of need to inform school about infections that might cause problems.	Child continues to make good recovery.	Half-termly	
Physical Environment				
To ensure that the school buildings and	Audit of accessibility of school buildings and	Modifications will be made to the school	On-going	

grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	grounds by occupational therapists, physiotherapists, other relevant professionals and Governors. Implement suggested actions.	building to improve access.		
Ensure all disabled pupils can be safely evacuated	Regularly review Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Ensure all staff are aware of their responsibilities.	All disabled pupils and staff working alongside are safe in the event of a fire.	As required Each Sept	
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment following guidance from the visual impairment team.	Improved access and communication	As required	
Ensure all staff are aware of guidance on accessible formats and monitor use	Guidance to staff on visual impairment, hearing impairment, dyslexia and dyspraxia available and up to date.	Improved accessibility to learning for all	On-going	
Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	Inclusion to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going.	
To ensure that all children are able to access all out-of-school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes, laptops, voice recognition software for dictation and proloquo to go etc.	Children will develop independent learning skills.	Reviewed termly by Inclusion Leader	

To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
Written/Other information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	

Approved by governors: March 2015

Review date: June 2017

Signature of the Chair of Governors:

Trish Latimer

Date: 25/03/15

Mrs Trish Latimer

Signature of the Principal:

Ruth Coupe

Date: 25/03/15

Mrs Ruth Coupe