



ACCESSIBILITY PLAN

April 2016- 2019



1. Introduction

The Accessibility Plan is drawn up in compliance with current legislation and requirements specified in Schedule 10, relating to disability, of the Equality Act 2010.

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 key objective of the Accessibility Plan is to reduce and eliminates barriers to the curriculum and to ensure participation in the school community for pupils, and prospective pupils, with a disability. There are three main focus areas:

- 1) Access to the school curriculum and extra-curricular activities.
- 2) Access to and around the physical environment.
- 3) Delivery and accessibility of written information to pupils and parents.

The Accessibility Plan should be read in conjunction with the following policies and documents:

- Behaviour Management Policy
- SEN Local Offer/ Information report
- Literacy and Numeracy Policies.
- Curriculum Policy
- Public Sector Equality Duty.

2. GOOD PRACTICE: ENSURING ACCESS TO THE SCHOOL CURRICULUM AND EXTRA CURRICULAR ACTIVITIES.

- Experienced staff differentiate lesson material and adapt and modify lesson activities to ensure all pupils can access the curriculum.
- Teachers and Teaching Assistants complete regular training in key areas to support them with lesson planning in order to meet pupil needs.
- A personalised intervention programme targets student's individual needs identified within the EHC plan and through assessment.
- Where relevant, classwork is re- produced in correct font size for VI students
- HI students have opportunity to work with a signing TA when required.
- School has regular support from Local Authority Services, HI, VI, SALT and Physiotherapy to advise and guide upon effective strategies and intervention.
- Students have the opportunity to use specialist equipment and specific software to ensure access to curriculum.
- Touch screen computers within the ICT suite enable greater accessibility and moveable tables can be used in Technology and ICT suites.
- Students have access to additional adult support to further reinforce lesson material.
- All students have opportunity to participate in extra-curricular trips, clubs and sporting activities including swimming.
- Clear and concise information regarding pupil's needs are circulated to all teaching staff to inform teacher planning.

3. GOOD PRACTICE: IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL.

- Marshfields School is single storey so easily accessible for all students.
- New ramps have been built to increase access to areas of school such as the quiet quad and the bungalow.
- Raised areas are painted in yellow paint to increase safety of VI students.
- A safety handrail outside the library aids support students with the change in gradient and a contrasting stripe on the floor to reinforce this.
- School entrance has blister paving for ease of recognition of the footpath.
- Effective lighting in identified areas and blinds are fitted to reduce glare.

4. GOOD PRACTICE: IMPROVE THE DELIVERY AND ACCESSIBILITY OF WRITTEN INFORMATION TO PUPILS, PARENTS AND VISITORS.

- Key messages around school are published on the school website but also on screens in the front entrance.
- Letters are sent home in specific font size and first language for identified families.
- An effective home to school relationship is established through the family support worker, reinforcing communication and building good relationships.
- Personalised tours around school with a member of SLT, reinforcing written information, for new or prospective parents.

Accessibility Plan**April 2016-2019**

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability.	More organised sporting activities for wheelchair users. Termly Boccia competition/ table cricket.	Students to be actively involved in a structured competition at least x1 a term. Liaison with local schools and ensure all competitions are entered.	JSt/ Awe	July 2017
	Clear and effective tracking of the impact of identified interventions within strategy time in order to ensure progress and inform planning.	Establish clear assessment methods before and following 6 week intervention for each strategy.	AWe	December 2016
		Establish accurate assessment methods for strategies targeting SEMH.	AWe	July 2017
		Establish firm methods of tracking ascertaining impact upon curriculum areas and overall progress.	AWe	July 2017
	Update and establish new format of pupil information in line with the new SEND Code of Practice, translating information from EHC	Devise teacher friendly templates. Teacher training sessions	AWe	December 2016

	<p>documents into teacher friendly templates that are effectively used by staff to inform their planning.</p> <p>To develop the teaching of reading within school and establish the teaching of phonics and embed across the whole school.</p> <p>To offer regular 'reading with your child' sessions.</p>	<p>Establish method of monitoring and tracking progress against targets identified in EHC Plan.</p> <p>Phonics training Phonics drop in sessions to support teacher delivery.</p> <p>Devise and establish effective methods to monitor the progress in reading through a variety of methods.</p>	<p>AWe</p> <p>AWe</p> <p>SAT/ AWe/ ACr</p>	<p>December 2016</p> <p>July 2017</p> <p>July 2017</p> <p>July 2017</p> <p>July 2018</p>
<p>Improve and maintain access to the physical environment</p>	<p>Raised areas and stairs need repainting to include:-</p> <ul style="list-style-type: none"> - Outside mobile - Outside bungalow - Two slopes in playground. 	<p>Repainting of faded areas</p>	<p>Michelle Brownsword</p>	<p>July 2016</p>
<p>Improve the delivery of written information to families and pupils.</p>	<p>Written correspondence to be consistently sent home in first language and in the correct font size if applicable.</p> <p>Quarterly Newsletters produced in different languages and specific font size.</p>	<p>Information regarding pupil and family needs to be kept up to date.</p> <p>Effective ways to translate large volumes of written information to be researched.</p>	<p>Michelle Brownsword Amanda Young</p> <p>Michelle Brownsword Amanda Young</p>	<p>July 2017</p> <p>July 2018</p>

	<p>Signage at the appropriate height for VI and wheelchair users. Including Toilets in English and maths areas and keep left signs.</p> <p>Key displays within classrooms to be enlarged and at the right font size for identified students.</p> <p>Video to support Marshfield's Local Offer/ Information Report to be uploaded onto website.</p>	<p>Regular checks each term. Ensure correct font size and font.</p>	<p>AWe</p> <p>AWe</p> <p>SAT</p>	<p>July 2016</p> <p>December 2016</p> <p>July 2016</p>
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Accessibility Audit

Ensuring access to the school environment for all pupils, staff and visitors.

Audit of the school completed by A. West and C. Spires March 2016.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor Access	School single storey allowing access to all. Corridor access is clear and wide enough for all students throughout all areas of the school. There are no obstructions. There is an emergency hand rail outside the library, heading towards Food Technology to show the change in gradient. This is also reinforced by a contrasting floor strip for VI students.	Corridor access to be regularly reviewed and monitored to ensure good access is maintained for all pupils.	AWe Michelle Brownsword	Reviewed again March 2017.
Parking bays	There are clear parking bays for minibuses at the start and end of the day. These are kept free at key times. There are no disabled parking bays for staff or parents.	Research into disabled Parking bays within the car park.	Michelle Brownsword	July 2016
Entrances and Exits	Secure entrance and exit with tactile blister surface for ease of recognition of footpath. Wheelchair students and those with walking frames require support to navigate most doors throughout the building.	Research into push button cost and appropriate doors to have them fitted to be discussed.	Michelle Brownsword	July 2017

	There are no push buttons to access key parts of the building.			
Ramps	Ramps now exist through all key areas of the school and wheelchair/ walking frame users can access all facilities.	Maintenance of ramps to be reviewed and monitored to ensure good access is maintained for all pupils.	Michelle Brownsword	Reviewed again March 2017.
Toilets	Toilets are accessible with support and there are also three disabled toilets, containing showering facilities and a hoist.	Maintenance of toilets and facilities to be reviewed and monitored to ensure good access is maintained for all pupils.	Michelle Brownsword	Reviewed again March 2017.
Reception Area	The reception area is accessed by an electric door. The front gate is opened by a push button.	Maintenance to be regularly reviewed and monitored.	Michelle Brownsword	Reviewed again March 2017.
Internal Signage	Exits are clearly labelled. Key teaching areas around the school are also clearly labelled. Most displays are accessible by all students.	Regular monitoring of internal signage to ensure that they are positioned at the appropriate eye line for VI and wheelchair users. To ensure that displays such as key word list are produced in appropriate font for identified pupils. These can be placed within a folder if better suited.	AWe	Reviewed again March 2017. September 2016
Emergency Exits	Exits need to be kept clear and enough room should be allowed for wheelchair access.	Regular monitoring of accessibility of exits around school.	Michelle Brownsword	Reviewed weekly.

Specialist Equipment	<p>Well designed and well-resourced classrooms, containing appropriately sized tables and chairs for each class and within the school hall.</p> <p>Wheelchair height adjustable tables exist in Food, Technology and ICT suites.</p> <p>Touchscreen computers to enable greater accessibility.</p> <p>Hoist for safe manoeuvring.</p>	Regular monitoring and maintenance of existing specialist equipment.	Curriculum leads Michelle Brownsword	Reviewed again March 2017.
Outside Areas	<p>All students are able to access all the outside areas.</p> <p>Raised areas are painted yellow although some repainting needed.</p> <p>Raised areas and stairs need repainting to include:-</p> <ul style="list-style-type: none"> - Outside mobile - Outside bungalow - Two slopes in playground. <p>The floor outside the bungalow is raised, uneven and moves when underfoot.</p>	<p>Repainting of faded areas</p> <p>Floor to be secured.</p>	<p>Michelle Brownsword</p> <p>Michelle Brownsword</p>	<p>Reviewed again March 2017.</p> <p>May 2016</p> <p>July 2016</p>

This plan was written by Alex West Assistant Headteacher

Presented to Governors and Approved May 12th 2016