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# **Marton Primary Academy and Nursery**



## **Accessibility Plan 2022-2023**

# **MARTON PRIMARY ACADEMY AND NURSERY ACCESSIBILITY PLAN**

**‘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:

- Special Educational Needs Policy and Local Offer
- Single Equality Policy and Objectives
- Supporting Children at School with Medical Conditions Policy
- Behaviour Management Policy
- Health & Safety Policy
- School Improvement Plan

## **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 (DDA) 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 academy 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. e.g. 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 specialist Suite for pupils on the autism spectrum. We offer a multi-sensory therapy room and have two highly trained therapy dogs on site. We offer 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. We provide opportunities for all children, including those with disabilities, to access inclusive sports such as boccia and curling.

## Accessibility Plan 2022-23

Aim	Action	Timescale
<b>Equality and Inclusion</b>		
Ensure children with sensory needs are supported and can access learning in the most appropriate way.	Detailed sensory assessments in conjunction with Educational Psychologists / Occupational therapist. Personalised sensory support put in place	Upon arrival and as part of EHCP / plan do review cycle
To improve staff awareness of disability issues including those involving mental health and well-being	Mental Health 1 <sup>st</sup> Aider Training SEND clinics Annual CPD programme agreed Guidance documents readily available and up to date	Annually
To ensure children recovering from serious medical conditions/operations have minimal risk of contracting	Under guidance of medical professional, implement blended learning where appropriate.	As needed

infections.		
<b>Physical</b>		
To ensure classroom layout / equipment is conducive to the needs of the pupils	Review of learning environment by Occupational therapist. Designated area in every classroom with reduced levels of visual stimuli	Summer 2 and Autumn 1 2022
To ensure adequate disabled parking is available on site.	Carpark development for The Suite.	Summer Holidays 22
<b>Curriculum</b>		
To ensure the curriculum meets the needs of both the pupils within the Suite and pupils with SEND in mainstream.	Under the guidance of the Inclusion Leader, Subject Leaders to review whole school curriculum offer.	Begin Summer 2022
<b>Other</b>		
To ensure all parents / carers can access information irrespective of disability.	Wide range of communication methods employed including telephone / virtual meetings for parents with anxiety / physical needs.	On-going

## Monitoring, Evaluation and Review

This plan will be reviewed and updated annually.