



## Disability Equality Scheme Action Plan & Access Plan 2023 – 2025

This Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. Definition (Equality Act 2010); “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”. Physical or mental impairment includes sensory impairments and also hidden impairments.

### **The School’s Context**

Marshchapel Infant School is a mainstream school which includes a nursery, for boys and girls age range 2 years to 7 years old. The school comprises of one school building. There is disability access for all classrooms and main areas of the school. There is one room which is accessed internally via three steps, it can be accessed externally via a ramp.

We pride ourselves on being a fully inclusive as we can possibly be. We want all children to enjoy school, to be challenged to achieve their very best and we are committed to giving all of our children every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

We are committed to providing an accessible environment which 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 challenge negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

### **Our Aims are to provide:**

- Full access to the curriculum, including the wider curriculum
- Full access to the physical environment
- Full access to information

### **Current good practice:**

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to the school are either flat or ramped and have wide doors. The main entrance has a wide, automatic door into the entrance. The lobby is fully accessible for wheelchair users.

There are disabled toilet facilities available.

The school has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we will seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

We intend to implement the general duty by actively reviewing all our policies, procedures and planned access improvements to remove barriers that result in greater recruitment and retention of disabled staff and greater participation of disabled pupils, disabled parents and community members.

It is also a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The action plan also demonstrates how the school will address the priorities identified.

The action plan is to cover pupils, staff, parents and users of the school.

<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
<u>Access to the curriculum</u> Ensure ICT appropriate for pupils with disabilities	Ensure that the use of ICT does not discriminate against individuals due to access problems (i.e. scotopic sensitivity / use of keyboard / vision difficulties, epilepsy, etc)	In place and on going	Time Appropriate resources recommended by SENCO/outside agencies	Computing co-ordinator SENCO	SLT/Governors Consultation/report to Governors on outcome Review in light of pupils identified with difficulties
<u>Access to the curriculum</u> Create effective learning environment for all children	Engage all children in feedback about their learning through School Council.  Ensure no children are excluded from activities on disability grounds, unless health and safety is a concern	In place and on going	Surveys Participation list SEND records Medical records	Headteacher Subject leaders SLT Class teachers SENCO	Subject leaders produce report when appropriate  Headteacher report to Governor's annually  SLT
<u>Access to the wider curriculum</u>	Continue to build registers of participation in Extra Curricular activities – check for barriers. Analyse groups.	In place and on going	After School Clubs Extra-Curricular activities Sports activity registers Time to input data	Headteacher Club leaders Admin Staff	Feedback to Governors  Headteacher's report to governors

	Continue to build on out of school hours provision.				
<u>Access to the curriculum</u>  Ensure that all policies consider the implications of Disability Access link into Inclusion Policy	As policies are written/updated consider implications for Disability Access	In place and going	Staff meeting time	Headteacher SENCo	Feedback/consultation with Governors  Governing Body
<u>Access to the curriculum</u>  Effective use of resources and specialised equipment to increase access to the curriculum for all pupils	Epilepsy training Intimate care policy and trained staff Training from SaLT, Working Together Team, Behaviour Outreach Support Service Team Teach training Access to CPD Online resources for CPD shared with staff Ongoing guidance from specialist eg, Sensory Support Team, Physiotherapists, Occupational Therapists etc.	In place and ongoing	Training time TA time allocated	Headteacher SENCo Admin Staff	Headteacher  Governing Body
<u>Access to the curriculum</u>  Adaptions to the curriculum to meet the needs of individual learners	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and Language therapy programmes Use of access arrangements for assessments/National Assessments	In place and ongoing	Staff meeting time Training time	SENCo Pastoral Lead Headteacher	Headteacher  Governing Body
<u>School premises</u>  Monitor site access to ensure that the diverse needs of pupils, parents and community users are met	Review school evacuation plans according to LA guidelines  Termly check on effectiveness of fire evacuation procedures to ensure they meet the needs of all  Annual review of Fire and Safety signage	Termly	Meetings with H&S team  Time to review policy and procedures	Headteacher Senior Administrator Caretaker	Headteacher  Reports to the Governing Body

<p><u>School Premises</u></p> <p>Provision of wheelchair accessible toilets</p>	<p>Maintain wheelchair accessible toilets with clinical waste bins</p>	<p>In place and on going</p>	<p>Maintenance costs</p>	<p>Caretaker</p>	<p>Headteacher</p>
<p><u>Attitudes</u></p> <p>Promote positive attitudes to disability</p>	<p>Review content of PSHE Curriculum to ensure that it promotes a broad understanding and positive approach to disability in its widest sense</p> <p>Ensure that achievements of children of all abilities are recognised and celebrated in equal measure</p>	<p>In place and on going</p>	<p>Monitoring through award presentations, class teacher awards, participation in activities</p>	<p>Headteacher Leadership Team PSHE subject leader</p>	<p>Headteacher</p>
<p><u>Effective communication and engagement with parents</u></p> <p>Availability of documents in alternative formats</p>	<p>Review accessibility of letters etc for parents – hard copy, published on the website/Class Dojo/Facebook</p> <p>Ensure that staff are aware that alternative forms of communication may be needed (size, audio, other language)</p> <p>Ensure parents are made welcome and aware that if required efforts will be made to provide documentation in an accessible format</p> <p>Termly meeting with parents/carers Annual Review meeting with SENCo</p>	<p>In place and on going</p>	<p>Time Computer facilities with printer Magnifiers or other specialist equipment as needed (loan or purchase)</p>	<p>Headteacher Admin Assistant</p>	<p>Headteacher</p>
<p><u>Staff</u></p> <p>Promote equality of opportunity for staff</p>	<p>Monitor data in relation to recruitment, retention and professional development</p> <p>Encourage the disclosure of disabilities</p>	<p>In place and on going</p>	<p>Time to develop and analyse survey</p>	<p>Headteacher Leadership Team</p>	<p>Governing Body</p>