

Accessibility Plan Policy



Written by : Headteacher
Approved by : Governors
Date : April 2017
Next review date : April 2020

1. Background

1. Under the Equality Act 2010, schools should have an Accessibility Action Plan. The Act 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.
2. The Accessibility Action Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The 2017-20 accessibility action plan will be appended to this document.

2. School Ethos

1. March C.E School will preserve and develop its Christian character in accordance with the principles of the Church at the parish and diocesan level.
2. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning of faith and promotes Christian and British values through the experience it offers pupils.
3. The ethos of the school promotes the spiritual, moral, cultural, emotional, social and academic progress of every child. We strive for a safe, secure and positive learning environment, in which all learners can thrive.

3. Purpose of Plan

1. This plan shows how March C.E School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. Schools are required to produce and publish an accessibility plan as part of their commitment from the Equality Act 2010.

2. A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

4. Areas of planning responsibilities

1. Increasing access for disabled pupils to the school curriculum (this 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).
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

5. School values

1. As a school, The March CE Primary is very inclusive and seeks that every child and member of the school community can access the full wealth of experience that our school's provision can offer. Our values and aims reflects our commitment to ensuring a high quality education for all backed by our own strong moral purpose.

6. Development of the plan

1. Our plan has been written with the whole school community in mind and takes account of evidence sourced from children, parents, community, staff, Governors and external agencies. The plan will be shared via our school website and will be monitored on a termly basis by the Headteacher and Governors.
2. Adherence to this plan will be expected in all areas of school life regardless of any subject or area in consideration and training will be provided for staff in any key areas deemed appropriate by the SENDCO, Headteacher and Governors.

3. Advice and Support

1. In implementing this plan both internal knowledge and skills and external ones will be utilised to bring about the best results. We have strong links with a range of external agencies and work in partnership with them to meet the needs of our school community. Should there be any complaints or concerns regarding this plan these should be addressed initially to the Headteacher if informal or for formal complaints via the agreed complaints procedure which is available via the school website.

Accessibility Plan – MARCH CE School 2017 - 2020

Aim	Objectives	Actions	Responsibility	Success criteria
1. To increase access for disabled pupils to the school curriculum	To liaise with Nursery providers to review potential intake for Sept 17	To identify pupils, who may need additional or different provision for Sept 17 Intake.	EYFS teacher	Procedures/equipment / ideas set in place by Sept 2017, following visits.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010.	Headteacher (HT) Senior Leadership Team (SLT) Subject Leaders (SL)	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families. Develop use of social media to enhance communication.	HT & all staff	Clear collaborative working approach Parents fully informed about school events
	To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, mobility issues or allergies.	To ensure collaboration between all key personnel.	HT, SENDCo, Learning Mentor, Teachers Teaching-Assistants Outside agencies	Clear collaborative working approach
	To finely review attainment of all SEND pupils.	Special Educational Needs & Disability Coordinator (SENDCO)/Class teacher (CT) meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents.	CTs SENDCO	Progress made towards Personal Learning Plan targets (PASSPORTS. Provision mapping shows clear steps and progress made.
	To monitor attainment of children working at a greater depth in English and maths	Identify activities for higher attaining (HA) pupils. Develop use of low threshold/high ceiling tasks. Develop links with Chichester Locality for provision for higher attaining children	All	Able children making proportionate progress. Achieving above average results.
2. To improve access to the	To improve physical aspects of school	The school will take account the needs of pupils, staff and visitors with physical	SLT	Enabling needs to be met where possible.

physical environment of schools	environment	difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.		
	To ensure that there are shaded areas for children in the school with Albinism. To investigate funding from charities to purchase permanent fixed sunshades for the playground	To investigate the need for canopies for children with Albinism in the school. Ensure that opportunities for shade are available in the playground, hats and sun cream available for the children. Permission given by the parents to apply sun cream during the day by school staff.	All	Enabling needs to be met where possible. Collaborative working with parents
	To ensure all with a disability are able to be involved.	Create access plans for individual disabled children as part of IEP process. Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events	All	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	HT SENDCO First Aid leader	Care plans implemented and disseminated to all staff and supply teachers.
	Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children. Offer a telephone call to explain letters home for some parents who need this. Adopt a more proactive approach to identifying the access requirements of disabled parents	All	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.