

MARGARET WIX PRIMARY SCHOOL AND NURSERY



Accessibility Plan

Date: September 2023

Review: September 2026

Introduction

The Equality Act 2010 was drawn up to tackle inequality and prevent discrimination against people on the basis of protected characteristics. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality. The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

'Protected characteristics'

The Equality Act lists several characteristics which must not be used as a reason to treat some people worse than others. These are:

- * age
- * disability
- * race
- * sex
- * gender reassignment
- * religion or belief
- * sexual orientation

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

- ❖ Behaviour Policy
- ❖ Academy Improvement Plan
- ❖ Equality Policy
- ❖ Health & Safety Policy
- ❖ Admissions & Attendance Policy
- ❖ Medicines & Medical Needs Policy
- ❖ SEND Policy
- ❖ Curriculum policies
- ❖ DfE Guidance

The Accessibility Action Plan

In line with legislation, the Accessibility Plan will be drawn up to cover a three-year period. It may not be feasible to undertake some of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period to inform the development of the new Plan for the following period.

Commitment to Publish

Information about our Accessibility Plan will be published on our website.

Roles and Responsibilities

The Governing Body

- ❖ Will ensure that the requirements of schedule 10 of the Equalities Act 2010 are implemented within the school
- ❖ Will ensure that they are kept informed of the implementation, review and reporting on progress of the Accessibility Plan in their school

The Headteacher

- ❖ Will inform and update the Governing Body of the implementation and progress of the Accessibility Plan
- ❖ Will ensure that the requirements of schedule 10 of the Equalities Act 2010 are implemented
- ❖ Will ensure that they are kept informed of the implementation, review and reporting on progress of the Accessibility Plan
- ❖ Will ensure the Senior Leaders and staff carry out their delegated responsibilities with regards the implementation, review and reporting on progress of the Accessibility Plan
- ❖ Will carry out their delegated responsibilities with regards the implementation, review and reporting on progress of the Accessibility Plan
- ❖ Will inform and update the Governing Body of the implementation and progress of the Accessibility Plan

A person can experience direct discrimination because of a protected characteristic, even if the person does not have the characteristic himself/herself:

* Discrimination because of **perception** takes place where someone is treated worse than others because they have been perceived to have a characteristic

* Discrimination because of **association** takes place when a person is treated worse than another person because they associate with a person with a protected characteristic

Definition of Disability

Disability is defined by the Equality Act 2010 as:

“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.”

Key Objective

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff, and visitors with a disability.

The school plans, over time, to increase the accessibility of provision for all pupils, staff, and visitors to the school. The Accessibility Plan will contain relevant actions to:

- * Improve access to the **physical environment** of the school, adding specialist facilities, as necessary. This covers improvements to the physical environment of the school and physical aids to access education
- * Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally as prepared for life as are the able-bodied pupils. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
- * Improve the delivery of **written information** to pupils, staff, parents, and visitors with disabilities. Examples might include hand-outs, timetables and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame

Action Plan

Margaret Wix Primary School underwent an Accessibility Audit 11/02/2016 via Direct Access Consultancy.

Below are three audits of current provision relating to these three key areas of accessibility, which are highlighted above. Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and co-ordinated by Inclusion Leader and by the Head Teacher.

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

a) Extent to which pupils can participate in the **CURRICULUM**

Aspect	Targets	Success Criteria	Actions	Who is responsible?	How will this be monitored?	Desired completion date	Costs
Access to the curriculum for those with SEND needs	To continue to ensure those with SEND needs can access and articulate their learning	Teachers, pupils, and parents know what to do and what is available if additional resources / strategies are required to access the curriculum	<p>Ensure laptops / iPads are available for those children who find writing difficult, so they can articulate their learning</p> <p>Ensure coloured paper is available so teachers can photocopy worksheets etc. on most suitable paper, enabling greater access to learning</p> <p>Ensure specialised equipment is available for those with fine motor skills needs, so they can articulate their learning</p> <p>Ensure ADPR Meetings are scheduled at least twice a year, so the needs of the child are regularly being monitored</p>	Headteacher SLT SENCO	ADPR Meetings SLT Meetings Informal meetings	On-going	£50.00

b) Improving the **PHYSICAL ENVIRONMENT** to enable all to take better advantage of education, benefits, facilities and services

Aspect	Targets	Success Criteria	Actions	Who is responsible?	How will this be monitored?	Desired completion date	Costs
Accessing the physical environment	To ensure all visitors can access the school safely and confidently	All visitors know what to do if they have a disability and need to access the school	<p>All visitors to be made aware of the following plan if they require assistance accessing the school due to any disabilities</p> <p>Contact the school office</p> <p>School office to ensure a parking space is available and if not, to create access to a safe, so visitors can park</p> <p>A member of SLT or Admin to meet and greet the visitor and accompany them during their visit if required</p>	Headteacher SLT Admin SENCO	Parent voice email	On-going review	n/a
		<p>All visitors know what to do if they have a disability and need to access the school</p> <p>Visitors who do not know, will be able to see the notice and provisions can be made to support them upon arrival</p>	<p>SENCO to update the plan on school website</p> <p>A notice to be placed in the main reception area communicating the above action plan to all visitors</p>		Parent voice email Visitor feedback Admin		n/a

c) Improving the availability of **ACCESSIBLE INFORMATION** to pupils

Aspect	Targets	Success Criteria	Actions	Who is responsible?	How will this be monitored?	Desired completion date	Costs
School newsletter	To ensure all parents can access information on the newsletter because of any learning needs, e.g. Dyslexia or visual impairment	All parents with learning needs can access the newsletter	<p>Newsletter to be emailed in full colour and black and white, so all parents can access information</p> <p>Large print copies of the newsletter are available upon request.</p> <p>Parents to be notified if they would like to request this.</p> <p>Printed copies of the newsletter available upon request for those parents who do not have access to a tablet, phone laptop etc.</p> <p>Newsletter shared on the school website and Facebook page.</p>	Headteacher SLT Admin	Admin meetings LAB meetings Parent voice email Visitor feedback SLT Meetings	On-going	£50.00