



## **Marshbrook First School and Marshmallows Accessibility Plan**

The school's Accessibility Plan needs to be read and understood in conjunction with the following policies and documents:

- Special Educational Needs and Disability (SEND) Information Report/Policy
- Health & Safety Policy
- Equality Policy and Equality Act 2010

Marshbrook First School is committed to providing an environment that enables full curriculum access to all pupils and that values and includes all pupils, staff, parents and visitors. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will be published on the school website with hard copies also available on request from the school office.

### **Aims and Objectives**

Our aims are to:

- Increase access to the curriculum for children with a disability
- Improve and maintain access to the physical environment

- Improve the delivery of written information in response to specific identified needs

Our objectives are detailed in the plan below.

| <b>Increase access to the curriculum, physical environment and written information for children and family members with a disability</b> |   |                    |                         |  |
|--|---|--------------------|-------------------------|--|
| <b><u>Target</u></b>   | <b><u>Action</u></b>  | <b><u>Lead</u></b> | <b><u>Timescale</u></b> | <b><u>Success Criteria</u></b>   |
| To establish specific needs of children and/or parents prior to the date when they start school  | Use new parent registration forms or annual questionnaires, to request information on themselves, their child/children and establish levels of disability and specific needs. Use this information to inform future accessibility plan targets. | Head/<br>Governors | ongoing                 | Disability Register will be kept up to date and school will be aware of specific needs prior to a child's attendance at school                   |
| To provide differentiated activities and review attainment of disabled pupils  | Use class pupil progress meetings, Teacher/Parents' SEN meetings, IEP reviews, RAISE Online and school's own assessment timetable and tracking system.  | Head/SENDC<br>o    | Ongoing                 |  |
| Promote the involvement of disabled children in extracurricular activities (including after school clubs)                                | Monitor involvement of children on Disability Register to assess their involvement in after-school clubs. In the case of a lack of involvement, establish those factors that are a hindrance and address where reasonable.                      | Head/SENDC<br>o    | Ongoing                 | Head/Governors aware of level of participation and any barriers and, where possible, have made reasonable adjustments to increase participation. |
| Increase awareness and positive attitude towards disability amongst all pupils.  | Deliver PSHE lessons school assemblies that increase awareness and a positive attitude towards disability.  | Head/<br>Governors | Ongoing                 | Children develop a better understanding and appreciation of disability   |

|   |  |                             |           |  |
|---|--|-----------------------------|-----------|--|
| Improve ease of access across the back field              | Widen back path In response to request received from parent questionnaire  | Head/<br>Governors          | July 2018 | Path widened   |
| Increase access to written materials                      | Ensure all written documentation and website meets expected readability levels.<br>Ensure strategies from Dyslexia Friendly Training are used by all staff to improve access of pupils and parents with SpLD to texts. | All staff                   | Ongoing   | All written material has a readability level of 60% or above, a readability grade of 12.<br>Dyslexia.<br>Friendly strategies are used consistently by all staff when preparing worksheets and letters/ notes home. |
| Increase access to information and events for deaf people | Use text messaging to replace telephone calls<br>Reserve seats near to front during concerts, plays etc to enable lip reading<br>Purchase BSL interpreter from ASSIST for meetings                                     | Head/SENCo/<br>Office staff | Ongoing   | Questionnaires show that people with hearing loss can access events and information  |

### Accessibility Plan Audit

Disability is primarily associated with; **P** Physical impairment, **S** Sensory impairment, **LD** Learning difficulty. **MC** Medical condition, **MI** Mental illness, **SpLD** Dyslexia, ADHD, Dyspraxia, ASD, Tourettes, **SEBD** Social, emotional and behavioural difficulties, **Sp&L** Speech and Language Difficulties.

| Disability               | P | S | LD | MC | MI | SpLD | SEBD | Sp&L |
|--------------------------|---|---|----|----|----|------|------|------|
| Pupils                   | 4 |   | 9  | 1  |    | 6    | 2    | 3    |
| Employees/<br>Volunteers |   |   |    |    |    |      |      |      |
| Parents/<br>Visitors     | 4 | 1 |    |    |    |      |      |      |

June 2016

**Date of next review:** June 2019