

Revised by: AEV
Committee: FGB
Approved by Governors: Feb 2018
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ACCESSIBILITY PLAN 2017 - 2020

1. Our Vision and Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our principles and values which relate to equality and inclusion are:

- Marriotts School wants everyone within our school to feel welcome, valued and included in the school community and we are committed to providing a fully accessible environment to facilitate this
- Our students are provided with high quality learning opportunities so that each child reaches their full potential
- We want all our students to feel confident and have a positive view of themselves
- We want our students with a disability to access all elements of school life, including school clubs, activities and trips. We recognize that we may have to do things a little differently to enable this to happen.
- We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantages faced by students with a disability and eliminating discrimination
- We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010
- In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our students and their families

The plan will be made available online on the school website, and paper copies are available upon request.

Our Accessibility Plan complements and supports the following policies:

- Equality Information and Objectives
- SEND Policy
- Supporting Students with Medical Conditions
- Curriculum statement
- Health and Safety Policy
- School Development Plan

Marriotts has a network of additional support to support our aims and vision including:

- CAMHS
- STEP – 2 Mental Health
- Occupational Therapy
- Physiotherapy
- Education Psychologists
- Attendance Team
- Specialist Learning Team such as; Autism Team, Speech and Language etc.
- Virtual School for CLA
- Education Support Centre

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring

Marriotts' School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed.

The Governing Body will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

Our Accessibility Plan may also be monitored by Ofsted during Inspection.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Actions to be taken	Lead Person	Date to complete actions by	Success criteria	Progress Check
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ensure any necessary adjustments are made to the timetable</p> <p>Effective tracking and interventions put in place</p>			<p>All students have equal access to an appropriate differentiated curriculum</p> <p>Students in vulnerable groups make at least good progress.</p>	

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of the whole school community and includes:</p> <ul style="list-style-type: none"> • Ramp or lift access to all areas of the school, including school grounds • Corridor and door width to accommodate wheel chair access • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • The needs of visually impaired children are met with the provision of contrasting strips to highlight trip hazards 					
<p>Improve the availability of accessible information to disabled pupils</p>						

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	3 floors			
Corridor access	Wide corridors suitable for wheelchairs			
Lifts	2 lifts on each floor			
Parking bays	10 disabled parking bays			
Entrances	All entrances are at ground level			
Ramps	Ramps to all external areas where necessary			
Toilets	2 disabled toilets on each floor			

Reception area	All on one level			
Internal signage	Appropriate signage all around the school			
Emergency escape routes	Lifts are not in operation during a fire evacuation. There are refuge points with call point connection to the reception	Ensure call points are working correctly and reception are able to communicate effectively with these areas	JDD	