Marlbrook Accessibility Plan
May 2025

CEO : Ms T A Kneale CBE

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Marlbrook Primary School
Accessibility Plan

CEO : Ms T A Kneale CBE
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Governing Bodies have a duty to plan strategically to ensure that the school is accessible to all pupils. To be fully accessible, we must ensure that all pupils, including those with a disability, are able to participate fully in the curriculum and other activities provided by the school. The physical environment should not limit pupils' ability to take advantage of the education and other opportunities afforded by the school, but we must also ensure equal access to the curriculum and the provision of information in a range of formats for disabled pupils. We aim to ensure that the quality of the physical environment; the curriculum and information removes barriers to presence, participation and achievement.

PARTICIPATION IN THE CURRICULUM

The curriculum covers teaching and learning and wider provision embracing after school clubs: leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum should include consideration of school and classroom organisation and support, timetabling, curriculum options, the deployment of staff and staff information and training.

The school will:

1. Continue to provide a broad and balance curriculum for all pupils.
2. Continue to develop approaches to the differentiation of the curriculum to enable increased access for pupils with disabilities.
3. Identify all pupils and known prospective pupils who face barriers to learning and full participation.
4. Consider pupils, and prospective pupils, assessed needs and consider any reasonable adjustment which may be necessary to enable them to participate.
5. Develop curriculum audits which review patterns of achievement and participation by disabled pupils in different areas of the curriculum.
6. Audit the approaches used when planning and delivering the curriculum.
7. Audit staff training needs in relation to increasing participation in the curriculum.
8. Consider developing resource banks detailing ideas and approaches which support increased participation in the curriculum.
9. Audit pupil, and prospective pupils, needs in relation to the wider provision of school, including after school clubs; leisure, sporting and cultural activities; and school trips.
10. Seek to develop and share good practice in this area and access the opportunities provided by the LA and other schools to facilitate this process.

IMPROVIING THE PHYSICAL ENVIRONMENT OF SCHOOLS FOR DISABLED PUPILS

The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room décor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. Improvements can also be made through rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education include IT equipment, desks, chairs, writing equipment, science equipment, etc. There is a distinction between aids provided under the SEND framework, which are allocated for individual pupils, and aids or adaptations provided under the planning duty which relates to the pupil population (and future population) or the school. The school will:

- Ensure an access audit has been completed and incorporate the outcome into school planning.
- Seek to include minor building works or developments to improve accessibility identified by the school, or through the access audit, into the school development plan.
- Continue to provide specialist aids/equipment to individual pupils within the terms of the agreement described above.
- Ensure training is made available to the Governors and school staff as necessary to raise awareness of school responsibilities and opportunities for improvement.

- Continue to maintain up-to-date information about the number of children and young people with disabilities in the school, or anticipated to be attending in the future.
- Consider, on a planned basis, how to improve accessibility through reorganising and rearranging aspects of the school environment without physical adaptation or building works.

IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

Information might include items such as handouts, timetables, text books or information about school events. Alternative formats for the provision of information might include: large print, audio tape, Braille, a recognised symbol system, the use of IT and the provision of information orally, through lip reading or in sign language.

Information must be provided within a reasonable time frame, i.e. to be of proper use for the pupil. For example, a reasonable time frame for the provision of a handout needed during a lesson would be the start of the lesson. In practice, it is anticipated that the majority of pupils requiring information to be provided in a different format will already have had their needs identified through the school's and/or the LA's SEN identification processes.

The school will:

1. raise awareness amongst staff about the requirements to provide information in alternative formats if required.
2. maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff.
3. collect and share example of good practice amongst staff.
4. review and audit the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.
5. seek specialist advice and support in those cases which lie beyond the school's immediate expertise.

ACCESSIBILITY AUDIT

Appendix 1

Section 1

Question	Yes	No
Does the size and layout of areas: including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils?	✓ Lift gives access to Year 6.	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well designed?	✓ Signposted and communicated to parents/carers by letter.	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEND and disability; including alarms with both visual and auditory components?	✓ PEEP in place for pupil with specific needs. Evc Chair purchased for yr6 (second floor) all staff trained how to use it	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓

Could any of the décor be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓ Areas are colour coded.
Could any signage be considered confusing or inadequate?		✓
Are areas to which pupils should have access well lit?	✓	
Do areas of storage prevent disabled pupils from accessing aids and equipment?		✓
Are steps made to prevent the exclusion of people with disabilities that affect their hearing and vision from arranged events? e.g. considering a room's acoustics, noisy equipment and presentation of material.	✓ Soundfield system in some classrooms. Noise cancelling headphones are available for pupils with sensory processing issues.	
Is furniture and equipment selected, adjusted and located appropriately?	✓ We have two Teezi Breezi chairs (adjustable height) allocated to a child.	

Section 2

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	·reviewed as necessary Recent training for sighted guiding Yr6 team had Evc Chair training as did admin and caretakers	
Do you make the best use of teaching assistants?	✓	
Are your classrooms optimally organised for disabled pupils?	✓	
Are lessons responsive to pupils diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do staff recognise and allow for the addition time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example, some forms of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓recently provided visually impaired child with ipad, and magnifier	
Are school trips, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Do staff, governors and pupils receive training and education in disability equality issues?	✓	
Is everyone made to feel welcome?	✓	
Are there high expectations of all pupils?	✓	
Are pupils equally valued?	✓	

Do staff seek to remove all barriers to learning and participation?	✓	

Section 3

Question	Yes	No
Do you provide information in large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms or printed information?	✓ we also provide coloured overlays and paper where necessary.	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision, e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do you have the facilities to produce written information in a variety of font sizes?	✓	
Do you make use of RNIB guidelines on producing written information in accessible formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓ widgit, basic signing	
Are the 'responsible body' aware of their duties and responsibilities under DDA?	✓	
Do school general plans take account of the duty to make reasonable adjustments?	✓	
Does the school have an adequate internal complaints procedure?	✓	