

Improve the awareness of equality & inclusion.

In preparing & reviewing the Accessibility plan, school will consult & engage with children, parents, staff & with others who have specialist knowledge which can help inform our approach.

Marshside Primary School is committed to equal opportunities & inclusion. This plan should be considered alongside the following school policy documents, (This list is not exhaustive & will be added to as policies are reviewed):

Equal Opportunities

SEN Local Offer;

SEND;

Supporting children with medical needs;

Managing medicines in school;

Positive behaviour.

Targets	Lead people	Strategies	Timescales	Success criteria	Achieved / Next steps
Accessibility Plan & Equality Statement become an annual agenda item at Full Governors meetings		Clerk to Governors to add to agenda in Spring term.	Annually	Adherence to legislation Annual item at FGB	
Views & aspirations of different groups to be gathered	SLT School council	Views of children, parents, staff & governors collected Analysis of information to influence plans	End of spring term 15	Information collected Data analysed Information reported to children, parents, staff & governors Plans amended	
Training to raise awareness of equality & disability issues		Discuss perception of issues with children, parents, staff & governors to determine the current status of school. Provide training for governors, staff children & parents	Discussions held by spring 15 Amendments made to plan Training on going	School aware of equality & disability issues Amendments to action plans to address issues	
To ensure that all policies consider the implications of disability access		Consider this during on going policy reviews.	On going but to be complete by Autumn 2017.	Policies make reference to Accessibility plan.	
To promote positive images of disability	All staff	Continually review curriculum content & resources to ensure the images of disability	On going	Curriculum & resources promote positive images	

Improve access to the physical environment.

Marshside Primary School is a one storey building which has disabled facilities and toilets. Wheelchair access is available into the building through the main entrance and Y5 & Y6 entrance. Y1, 2 and 3 classrooms have ramp access. All areas of the school grounds are accessible to wheelchair users. We have a designated medical room, which has designated disability toilets & a hoist. At present we have no wheelchair dependent children, but we have some parents with mobility impairments.

The school has a range of children with disabilities.

Targets	Lead people	Strategies	Timescales	Success criteria	Achieved / Next steps
To be aware of the access needs of disabled children, parents, staff & governors.	All staff	Create access plans for individual children; Annual reminder to parents / carers through newsletter to let us know if they have a problem with access to areas of the school.	As required Termly	Access plans for all disabled children. Information included on newsletters All have full access to school activities.	
Ensure all disabled people can be evacuated.	All staff	Personal emergency evacuation plan for all disabled children / staff All staff are aware of their responsibilities during an evacuation	As required Annually Aut	All disabled children / staff have personal emergency action plan.	
Ensure all areas of the school buildings & grounds are accessible for all.	SLT H & S comm	Audit of accessibility of school buildings & grounds. Suggested actions & implement as budget allows	On going as identified or at least annually	Audit complete & recommendations made to Finance committee	
Layout of school to allow access for all.	SLT Govs	Consider the needs of disabled children / staff if considering any redesign	As required	Redesigned areas / building are accessible & usable by all.	
Servicing of hoist in medical room.	Site supervisor	Organise the servicing of the hoist system; Arrange any maintenance work to be completed.	Annual	Hoist system always working fully, any maintenance requirements completed.	

Increase access to the curriculum.

Improving teaching & learning lies at the heart of the school's work. The school SEND policy & Local Offer ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. We aim to meet every child's needs within mixed ability inclusive classes.

The school also provides additional support for children and supports teachers in implementing strategies for improving children's behaviour & access to learning.

The school works closely with specialist services including:

- Educational Psychologist;
- Sefton's Advisory & Inclusion Service;
- School nurse.
- Speech & Language service;
- Occupational therapists & physiotherapists;

All children have always been permitted to attend age relevant after school clubs, cultural activities & educational visits. The only exception would occur if a child had breached school rules when exclusion from club attendance may be used as a suitable short-term sanction & to ensure the safety of others. (See Positive Behaviour Policy)

Targets	Lead people	Strategies	Timescales	Success criteria	Achieved / Next steps
Increase confidence of all staff in differentiating the curriculum.	All staff Senco	Be aware of staff training needs on curriculum access	On going	Staff confident in differentiation strategies & increased children participation	
Review curriculum to include disability issues.	Teachers SLT	Audit of curriculum to identify opportunities to discuss disability issues.	Autumn 2015	Introduction of disability issues; Promotes positive images; Increased understanding of difficulties disabled people may face.	
All staff aware of disabled children's curriculum needs.	All staff Senco	Individual access plans for disabled children; Information sharing with all agencies involved with a child.	As required	All staff aware & able to plan any necessary adjustments.	
Use ICT software to support learning	All staff ICT SL	Software identified & installed; Staff trained in using software.	As required	Wider use if resources in classrooms; Staff include a range of resources in activities delivered.	
Ensure disabled children can take part equally in lunchtime & after school activities.	All staff	Audit of extra curricular clubs offered; Discuss with outside providers; Audit of school's OoHC provision.	As required Spring 15	All children feel able to participate equally in all activities.	
All educational visits to be accessible for all.	Teachers EVC	Raise staff awareness in regards to accessibility; All venues vetted for appropriateness	For each visit	All children able to access a;; educational visits & take part in a range of activities.	
Review P.E. curriculum to ensure P.E. accessible for all.	Teachers P.E. SL	Audit of provision; Gather information on accessible P.E. & disability sports; Seek disabled sports athletes to visit school.	As required	All have access to P.E. & able to excel; Promote positive images.	

Improve the delivery of written information.

This will include planning to make written information that is normally provided by the school to its children available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of children's disabilities & children & families preferred formats, & be made available within a reasonable timeframe.

In planning to make written information available to disabled children we will have to establish the current level of need & be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Targets	Lead people	Strategies	Timescales	Success criteria	Achieved / Next steps
Ensure all parents & other members of the school community can access information.	All staff Office	Written information will be provided in alternative formats as necessary; Simple English used; Office staff support & help families to access & complete school / authority forms; Review of school website	As required As required As required Summer 15	Delivery of & access to information to families with specific disabilities improved.	
Identify any parents who are unable to attend school because of a disability, have access to a parents' evening	SLT Teachers	Identification of any parents; Staff hold parents evening by phone.	As required	All parents have access to a parents' evening.	
Review documentation to ensure accessibility for those with visual impairment.	SLT Office	Seek advice on alternative formats & use of ICT software to customise materials.	As required	Delivery of school information to families with visual difficulties improved.	
Provide information in other languages for families or prospective families that have a limited understanding of English.	SLT Senco	Identify translators & / or interpreters that could be called on to assist in school; Create a list; Identify & signpost language courses for new families.	As required	Information about school available for new families; New families feel included & supported.	

The Equality Act and schools (Departmental advice for school leaders, school staff, governing bodies and local authorities) May 2014 publication has also been used in ensuring that we at Marshside Primary School is fulfilling its duties under the Equality Act.