



The March CE Primary School Accessibility Policy and Plan

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Type of Policy	Statutory Academy policy

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Type of Policy	Tick ✓
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

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1. 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.

School Ethos and Values

1. March C.E School will preserve and develop its Christian character in accordance with the principles of the Church at the parish and diocesan level.
2. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning of faith and promotes Christian and British values through the experience it offers pupils.
3. The ethos of the school promotes the spiritual, moral, cultural, emotional, social and academic progress of every child. We strive for a safe, secure and positive learning environment, in which all learners can thrive.
4. As a school, The March CE Primary is very inclusive and seeks that every child and member of the school community can access the full wealth of experience that our school's provision can offer. Our values and aims reflects our commitment to ensuring a high quality education for all backed by our own strong moral purpose.

Development of the Plan

- a. Our plan has been written with the whole school community in mind and takes account of evidence sourced from children, parents, community, staff, Governors and external agencies. The plan will be shared via our school website and will be monitored on a termly basis by the Headteacher and Governors.
- b. Adherence to this plan will be expected in all areas of school life regardless of any subject or area in consideration and training will be provided for staff in any key areas deemed appropriate by the SENDCO, Headteacher and Governors.
- c. The plan will be made available online on the school website, and paper copies are available upon request.
- d. In implementing this plan both internal knowledge and skills and external ones will be utilised to bring about the best results. We have strong links with a range of external agencies and work in partnership with them to meet the needs of our school community. Should there be any complaints or concerns regarding this plan these should be addressed initially to the Headteacher if informal or for formal complaints via the agreed complaints procedure which is available via the school website.
- e. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

This policy complies with our funding agreement and articles of association.



3. Action plan

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

Aim	Objectives	Actions	Actions	Success criteria
To increase access for disabled pupils to the school curriculum	To liaise with Nursery providers to review potential intake for Sep	To identify pupils, who may need additional or different provision for Sept Intake	EYFS teacher	Procedures/equipment / ideas set in place by Sept 2022, following visits
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Senior Leadership Team (SLT) Subject Leaders (SL)	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families. Develop use of social media to enhance communication.	HT & all staff	Clear collaborative working approach. Parents fully informed about school events
	To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, mobility issues or allergies	To ensure collaboration between all key personnel.	HT, SENDCo Learning Mentor Teachers, Teaching- Assistants., Outside agencies	Clear collaborative working approach
	To finely review attainment of all SEND pupils.	Special Educational Needs & Disability Coordinator (SENDCO)/Class teacher (CT) meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents.	CTs SENDCO	Progress made towards Personal Learning. Plan targets (IEPS. Provision mapping shows clear steps and progress made.
	To monitor attainment of children working at a greater depth in English and maths	Identify activities for higher attaining (HA) pupils. Develop use of low threshold/high ceiling tasks Develop	All	Able children making proportionate progress. Achieving above average results

		links with Chichester Locality for provision for higher attaining children		
To improve access to the physical environment of schools	environment	difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings		
	To ensure that there are shaded areas for children in the school with Albinism. To investigate funding from charities to purchase permanent fixed sunshades	To investigate the need for canopies for children with Albinism in the school. Ensure that opportunities for shade are available in the playground, hats and sun cream available for the children. Permission given by the parents to apply sun cream during the day by school staff.	All	Enabling needs to be met where possible. Collaborative working with parents
	To ensure all with a disability are able to be involved	Create access plans for individual disabled children as part of IEP process. Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events	All	Enabling needs to be met where possible
	To ensure that the medical needs of all pupils are met fully within the capability of the school.		All	
		To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed	HT SENCO First Aid Leader	Care plans implemented and disseminated to all staff and supply teachers.

	Ensuring disabled parents have every opportunity to be involved	utilise disabled parking spaces for disabled to drop off & collect children.. Offer a telephone call to explain letters home for some parents who need this	All	To ensure that disabled parents are no discriminated against and are encouraged to take interest and be involved in their child's education



4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Head and Chair of Governors

It will be approved by the Local Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy