



Access Plan 2017-2020

Marlborough welcomes and includes all children and adults to our school. We aim to provide a safe and accessible environment and curriculum that takes into account the needs of all our pupils, staff and visitors. This Access Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Access Plan which is linked with the school's Policy for Special Educational Needs and should be read in conjunction with the school's policies and statements regarding Behaviour, Safeguarding, Medical Needs and Administration, Equal Opportunities and Teaching and Learning.

The plan is informed by any appropriate Audit of Premises undertaken by the Local Authority Capital Team or on the instructions of the governing body to ensure that the school complies with the Disability Discrimination Act requirements. Through it we work with the LA and other appropriate agencies to continuously improve our service and address access issues with reference to curriculum, premises and communication with pupils and their homes. Should any prospective child or member of staff be in need of premises adaptation the governors will seek to address these and, where relevant, inform the LA immediately.

The plan focuses on a three year period to identify, prioritise and target appropriate action targets to address barriers and access to inclusion within our school. We focus on the three key aspects of our planning duty:

- improving the physical environment of the school
- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the delivery of information to disabled pupils and/or parents

Progress against the plan is reviewed and revised annually with a full revision taking place every third year to take into account the need to provide adequate resources to meet the plan's requirements.

Through and since the last published access plan a number of strategies have addressed the key issues identified. These include improving staff training through a focused Inclusion day; providing dedicated disabled parking and access to the main entrance, ensuring this complies with requirements; improving external pathways, fitting ramps and level access in essential use routes, particularly for the infants' internal courtyard; refitting appropriate disabled toilets to ensure they meet needs; increasing the range of both general and specialist portable ICT learning aids; and improving storage and furniture design and use around the school to improve circulation and the effective safe use of space.

This plan has been prepared by the governors' Behaviour and Safety Committee for consideration by the full governing body at the meeting of 13 July 2017, to be implemented with effect from September 2017.

The headteacher and Inclusion Lead take joint responsibility for each target action point.

The Governors' Behaviour and Safety Committee carry out monitoring of the plan and ongoing actions will be considered at regular B&S Committee meetings (Autumn and Spring Terms).

The next full review, to be carried out by the Full Governing Body, will take place in July 2020.

Management of Access				
Targets	Strategies	Outcome	Timeframe	Goals achieved
Appoint a new 'Access' governor from the Behaviour and Safety Committee	Nominated by Building and Sites Committee	A governor is active in ensuring effective liaison throughout the school for essential access information to be available for all	Autumn 2017	
Ensure liaison between Access governor and Special Education Needs and Disability Governor to lead monitoring of the access plan	On-going regular informal communication to provide a termly joint Access/SEND statement	Monitoring statement reported to full governing body each term	Fully embedded by Summer 2018	
Effective staff training ensures all key targets are consistently met	Audit of staff training needs plan appropriate Inclusion Training cycle	An updated understanding of individual staff needs informs future school SEND CPD	End Autumn 2018	
Audit of pupils' perceptions of difficulties in movement and communication in school or in accessing the curriculum	Discuss issues and identify problems with the school parliament - prepare, issue and evaluate a questionnaire	On-going pupil feedback through questionnaires and/or parliament ensures up-to-date response to identified pupil needs	Spring 2018	
Ensure continuous review of the access plan to ensure compliance with the disabilities act, including any updates and amendments	Head and Inclusion lead include regular review in SLT meetings	School meets all needs and is able to respond promptly to any relevant policy change	Autumn 2017	

Physical Access				
Targets	Strategies	Outcome	Timeframe	Goals achieved
An on-sight audit/survey carried out jointly by governors, staff and pupils prioritises specific building and site access projects	Pupil Parliament representatives to meet with staff (head/inclusion lead) and (access/SEND) governors to carry out a site visit and audit of needs	There is a clear plan for continued site improvement which prioritises inclusion needs	Mid Autumn 2017	
Ensure all outdoor areas and pathways around the school can be accessed as widely as possible	Ensure design addresses links to specific areas and appropriate materials and dimensions are included in outdoor improvements and refurbishment programme	There is universal access to all play areas, using appropriate pathway routes – where 'wild' areas cannot be made available alternative facilities provide as similar experiences as possible	Spring 2018	
Every external door allows for level or appropriately ramped access or an easily identifiable alternative access point is clearly available	Work with LA backlog team to ensure appropriate access modifications are included in maintenance and refurbishment or upgrade works	All areas of the school building communicate with outdoors areas and everyone can move between them	Autumn 2017	

Physical Access (continued)				
Provide appropriate – and if necessary, modified – playground equipment to ensure universal access	Ensure purchase of all play equipment (managed by pupils' parliament) takes all SEND children's needs into account	All current and improved play areas are fully supported by a range of equipment that ensures maximum inclusion in all activities	Spring 2019	
Provide for a sustainable lift repair and maintenance programme	Behaviour and Safety committee to actively monitor lift maintenance records, considering implications for budget-setting	Lift runs with appropriate to minimal engineer intervention and long-term maintenance issues are included in financial planning	Summer 2019	

Curriculum Access				
Targets	Strategies	Outcome	Timeframe	Goals achieved
Update staff training to continue to provide optimum classroom arrangement for disabled access	Inclusion/SEND lead to draw up a short, mid and long term CPD overview programme for all staff	Staff aware of all guidelines and provided with practical specific support as soon as necessary	Spring 2019	
Develop a PE access policy	Review Current PE policy Consult PE Adviser	PE and Support staff aware of policy	Autumn 2018	
Review school visit policy to ensure trips are accessible to all pupils	Match possible action against practical steps taken to ensure as inclusive an experience for a child attending summer 2017 outdoor education event – use this to inform all future visit plans and governors' review of the School Visits Policy	Policy reflects needs of all pupils irrespective of attainment or impairment	Autumn 2018	

Information Access				
Targets	Strategies	Outcome	Timeframe	Goals achieved
Written material is made available in alternative formats	Appropriate use of LA services to provide alternative presentations of print, including in-school use of IT, as required	Effective use of IT ensures school can provide any information is available in a range of tailored alternative formats	Autumn 2017	
Ensure appropriate signage and labelling	Updates of all school signage are completed	All areas properly indicated	Autumn 2017	
Increase the range of communication methods with all parents/carers so that everyone can access school information equally	Improve accessibility of dyslexic friendly and jargon free weekly newsletter through emailed links and school website	Direct link to newsletter emailed to all parents, verbal and telephone communication provided as appropriate for individuals	Autumn 2017	